

COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

The College of Arts and Sciences at Cornell is a community of about 4,000 undergraduates and 600 faculty members. It is composed of those departments that teach and study the humanities and the arts, the basic sciences and mathematics, the social sciences and history. It is also a college within a university of about 18,000 students and 1,630 faculty members, and this wider community provides strength and diversity beyond what an isolated undergraduate institution can provide. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose writing and research require first-rate academic facilities and whose participation in undergraduate teaching brings to their students the most current ideas in modern scholarship. It is this abundant variety and outstanding quality among many disciplines that gives the college its distinctive character.

The richness of the curriculum is extraordinary; there is no course that all students must take, and there are several hundred from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts means honing one's critical capacities, learning more about oneself in nature and culture, and gaining real experience of views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to select sensible, challenging, and appropriate courses.

Yet the faculty believe that each student's education should have certain common qualities. These include familiarity with several different ways of acquiring knowledge that are reflected in the natural sciences, in the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

Summary of Basic College Requirements for Graduation

- 1) Freshman Writing Seminars: Two.
- 2) Foreign language: Up to four courses to obtain qualification in two languages or proficiency in one.

- 3) Distribution Requirement I: Four approved sequences of two full-semester courses. **Applicable through the Class of 1995.** Distribution Requirement II: See below. **Applicable starting with the Class of 1996.**
- 4) Major.
- 5) Electives: Four or five courses (or 15 credits) in courses not used to fulfill other requirements and not in the major field.
- 6) Residence: Eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meets the criteria to accelerate graduation. (See "acceleration," under the heading "Residence.")
- 7) Minimum number of courses: Thirty-four courses. A 2-credit course counts as half a course; a 6-credit language course counts as one and one-half courses; a 1-credit course does not count toward this requirement.
- 8) Credits: A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 9) Physical education: Completion of the university requirement. Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good standing each semester. See p. 12.
- 10) Application to graduate.

Freshman Writing Seminars

See "John S. Knight Writing Program." Freshman Writing Seminars may not also be counted toward any other distribution requirement.

Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying another language helps students understand language itself, our fundamental intellectual tool, and opens another culture for exploration. The sooner the student acquires competence, the more useful it will be. Hence work toward the foreign language requirement should be undertaken in the freshman and sophomore years.

The following departments teach foreign languages or literature or both in the College of Arts and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Modern Languages and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* in one language or
- 2) by attaining *qualification* in two languages.

Proficiency

Proficiency is attained by passing a 200-level course (or Chinese or Japanese 161) or by equivalent achievement, to be determined by examination; see below under "Advanced Standing Credit."

Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in any one language gives qualification in that language. Note, however, that this route to qualification does not guarantee entrance into a 200-level course. The student who wants to continue in this language must be placed by examination.
- 2) Passing the requisite course: 102, 123, or 134 in languages taught by the Department of Modern Languages and Linguistics; Chinese 112–114 or Japanese 160; Near Eastern Studies 102 or 122 in Hebrew, 112 in elementary classical Arabic, 214 in Egyptian Arabic, or 138 in Turkish; Classics 103 or 104 in Greek; Classics 106 or 107 or 108 in Latin; Classics 112 in modern Greek; 132 in Sanskrit; AS&RC 134 in Swahili.
- 3) A score of 560 or better on the placement test.
- 4) Placement in a 200-level course by special examination (in cases where no placement test is available).

A student may submit a 560 placement test score at the end of a course numbered 122, thus attaining *qualification* without taking 123. This procedure is optional: the student with a score of 560 or better may want to take 123 to be better prepared for the 200-level courses.

Note: Completion of 131–132 language course sequences does not constitute qualification.

Speakers of languages other than English may be awarded credit for their bilingual ability. Their English achievement is measured by the Test of English as a Foreign Language (TOEFL), a requirement for matriculation. Their performance in one other language learned outside the academic environment is measured by examination, and evidence of abilities in reading and writing, as well as speaking, is required. A maximum of 6 advanced placement credits is granted to students who demonstrate *proficiency* equivalent to course work at the 200 level or above at Cornell. Students may not earn credit both for proficiency in their native language and for studying English as a second language at Cornell.

Language Course Placement

Students who have had two or more years of high school study in a language may not enroll in any course in that language without being placed by examination. Nor may transfer students register without examination, even though they may have been given credit for language work elsewhere.

The type of examination depends upon the language course and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish courses: placement test. Entering students who have not taken a standardized placement test in high school and who want to continue their language study must take a placement test at Cornell during orientation week. (Students may retake the language test a year or more since last taking it.) Students register and pay a fee, for the placement test in German, with the Academic and Career Counseling services, 203 Barnes Hall. For the placement tests in French, Italian and Spanish, students register with the Department of Modern Languages and Linguistics, 203 Morrill Hall.
- 2) Latin (all courses except 105 and 107): departmental examination.
- 3) Greek (all courses except 101, 104, and 111): departmental examination.
- 4) Arabic: departmental examination.
- 5) Hebrew: departmental examination.
- 6) Other languages: special examinations; Turkish: department examination; see the professor in charge.
- 7) High achievement (students with a placement test score of 650 or better in French, German, and Spanish): the Cornell Advanced Standing Examination (CASE).

An entering or continuing student with high achievement scores should take the Cornell Advanced Standing Examination (CASE); even if the student does not want to do any further work in the language, the CASE may provide proficiency for the language requirement, and it may provide up to 6 advanced standing credits. Students who do not have high achievement scores are eligible for the courses listed in the charts below, depending on their placement test scores. For other languages, or for special problems, students should see the professor in charge.

French

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-449	122	
450-559	123	
560-649	200, 203, or 205	
600		220
630		221
650 and above	Apply for the	222
AP 4 or 5 in language	Cornell Advanced Standing Examination (CASE)	

German

Placement Test Reading Score	Language Courses	Literature Courses
Below 450	121	
450-559	123	
560-649	203	201
650 and above	Apply for the	
AP 4 or 5	Cornell Advanced Standing Examination (CASE)	

Italian

Apply for the Cornell Advanced Standing Examination (CASE)

Russian

Apply for the Cornell Advanced Standing Examination (CASE)

Spanish

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-449	122	
450-559	123	
560-649	203, 213	201
	211	

650 and above
AP 4 or 5 in
language, 3 credits.

Department of Modern Languages and Linguistics determines placement. Apply for the Cornell Advanced Standing Examination (CASE). AP 4 or 5 in literature, 3 credits (and proficiency). Department of Romance Studies determines placement.

Arabic

Placement by departmental examination.

Hebrew

Placement by departmental examination.

Turkish

Placement by departmental examination.

Advanced Placement Credit in Languages

Being placed in a 200-level course does not earn credit toward the degree. Credit may be granted for high school work already at the same level, in other words, for the equivalent of language courses numbered 203, 204. (In French, for courses numbered 200, 203, 205, and 203.) The amount of credit is based on performance on one or more of the following examinations:

a) Advanced Placement Examination.

Earning credits on an AP language exam carries with it proficiency *only* if the student scores high on the CASE (Cornell Advanced Standing Exam.) In other words, even students with scores of 4 or 5 on an AP language exam should take the CASE in order to receive credit and, possibly, proficiency.

French, Spanish, and German: A score of 4 or 5 on the French, Spanish, or German language and literature examinations yields 3 credits.

Hebrew: Up to 6 credits may be granted, depending on the student's score on the departmental exam.

Latin: Consult the department of Classics, 120 Goldwin Smith Hall. To be awarded any AP credits, students must take the department's own placement examination during orientation week. A student who is permitted to register in a 300-level course on the basis of this exam will be given 6 advanced standing credits.

Ancient Greek and Modern Greek: For information concerning advanced placement, students should consult the Department of Classics, 120 Goldwin Smith Hall.

- b) **Cornell Advanced Standing Examination (CASE):** To be eligible for this examination, the student must have achieved a score of 650 on the College Placement Test or the appropriate score on the AP language exam. For details on registration, see "Language Course Placement" above. The maximum amount of credit is 6 credits.
- c) Special examinations are given for languages where no placement or AP test exists.

Distribution Requirement I: Applicable through the Class of 1995

The purposes of the distribution requirement are to acquaint students with a broad range of subject matter in the liberal arts and to provide them with the opportunity to explore new areas.

Accomplishing these purposes is part of the task of freshmen and sophomores. Although completion of the requirements may be spread over the eight semesters, successful introductory course work can be followed up with advanced courses only if undertaken early. For purposes of distribution, subjects are divided into four groups. Each of the first three groups has two subdivisions.

Group 1

- a. Physical sciences
- b. Biological sciences

Group 2

- a. Social sciences
- b. History

Group 3

- a. Humanities
- b. Expressive arts

Group 4

- a. Mathematics and computer science
- b. One of the subdivisions not used in fulfillment of groups 1, 2, or 3.

In each of groups 1, 2, and 3, students must take a sequence of two courses (6 or more credits) approved by the department in one subject chosen from either subdivision. For group 4, students are strongly urged to take two courses in mathematics or one in mathematics and another in Computer Science 100. Those who choose not to satisfy the group 4 requirement with mathematics must choose two courses in one subject from an unused subdivision in group 1, 2, or 3. For example, a student who fulfills group 1 with biology, group 2 with psychology, and group 3 with theatre arts could then complete group 4 with a sequence of two courses from the list below in the physical sciences, history, or the humanities.

Courses fulfilling the distribution requirement must be taken in the College of Arts and Sciences (unless noted in the list below) and may be taken for S-U grades. Students may petition to take Architecture 181-182, History of Architecture I and II, in the Department of Architecture of the College of Architecture, Art, and Planning, to fulfill the requirement in expressive arts.

Advanced Placement Credit

AP credit is meant to place students into the appropriate level of study and to give them credit for their advanced standing. AP credit counts toward the 120 credits and thirty-four course units required for graduation, as well as toward the required 100 credits in Arts and Sciences courses. The application of AP credit to distribution requirements is different for each group.

Freshman Writing Seminars. Students who score 5 on the AP exam in English are exempt from one writing seminar and are awarded three credits. A score of 4 will give three credits but no exemption from a seminar. These students, as well as those who score 700 or better on the College Placement Test in literature or composition, are eligible to enroll, space permitting, in the following freshman writing seminars: English 270, 271, 272.

Science. AP credit may be used to fulfill half the distribution requirement in science. Students who place out of two semesters of introductory science may satisfy the distribution requirement with one non-introductory course in that science or with an introductory sequence of two semesters in another science.

Social sciences or history. AP credit may not be used to satisfy this requirement.

Humanities or expressive arts. AP credit may not be used to satisfy this requirement.

Mathematics. AP credit may be used to fulfill the requirement in mathematics.

Here is a complete list of the courses that fulfill Distribution Requirement I.

Group 1: Physical or Biological Sciences**a. Physical Sciences**

Astronomy: 101 or 211, 102 or 212, 107, 201, 202, or any course numbered 300 or above. If 107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, and 106 do not satisfy the distribution requirement for the College of Arts and Sciences, but may satisfy the requirements of some other college.

Chemistry: 103, 207, 211, or 215 followed by 104, 203, 204, 208, 216, or 222.

Geological Sciences: 101, 103, or 111; plus 102, 104, or 202; or 202 plus 102 or 104.

Physics: Any two sequential courses such as 101–102, 207–208, or 112–213, or any combination of the first term of one sequence and the second term of another, such as 101–208. The requirement is also met by any two general education courses from the group 201–206, 209, 210 or by a combination of 101, 112, or 207 with one from the group 201–206, 209, 210.

b. Biological Sciences

A two-semester introductory biology sequence selected from Biological Sciences 109–110, or 105–106, or 101/103 plus 102/104, or any combination of the first term of one sequence and the second term of another. Biological Sciences 107–108, offered during the eight-week Cornell Summer Session for 8 credits, satisfies the distribution requirement. Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) satisfies half the distribution

requirement in the biological sciences. The remainder of the distribution requirement may be satisfied by an upper-level course (200+) offered by the Division of Biological Sciences (*other than Bio S 200 [except by permission of the associate director in the Division]*, 202, 205, 206, 208, 209, 301, or 367); Anthropology 101; or Chemistry 222.

Group 2: Social Sciences or History**a. Social Sciences**

Africana Studies: Any two of 171, 172, 190, 191, 208, 231, 280, 290, 301, 302, 344, 345, 346, 352, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 571.

Anthropology: Any two courses in the Department of Anthropology except Anthropology 275, 371, 474.

Archaeology: Archaeology 100 and any one of the following: Archaeology 203, 204, 308, 317, 402, 404, 493, 494, or Anthropology 203, 204, 354, 355, 356, 402, 404, 456, 493, 494, 656, 663, 664, 666.

Asian Studies: Any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only Freshman Writing Seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area, or by taking AS 208, 211, 212, 215, or 218, followed by a social science course in that area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

Economics: 101–102, 203–204, or a combination of one of these courses and any course for which it is a prerequisite if the course is taught by a member of the Department of Economics.

Government: Any two of 111, 131, 161, 181; or any one of these courses followed by a 300-level course in the same area.

Linguistics: 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

Near Eastern Studies: Any two NES archaeology courses at the 200 or 300 level that form a reasonable sequence or combination. NES 197 or 198 plus an NES archaeology course will also satisfy the social sciences requirement.

Psychology: Any two courses in psychology with the exception of Psychology 123, 276, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 429, 470, 471, 472, 473, 475, 476, 479, 491, 492, 607, 622, 625, 626, 629, 676, 696 and 722.

Science and Technology Studies: Any two of the following courses: 350, 352, 360, 401, 402, 407, 427, 442, 467, 483.

Sociology: Any two of 101, 103, 104, 110, 115, or 101, followed by any course at the 200 level or above in sociology.

Women's Studies: (a) Any two of 206, 208, 218, 238, 244, 262, 269, 275, 277, 297, 305, 321, 336, 345, 353, 362, 363, 366, 385, 406, 408, 417, 425, 428, 434, 450, 463, 466, 468, 480, 636; or (b) any one of 210, 365, 454, plus one course from list a. (Appropriate courses in women's studies taken previously may be approved by the program.)

City and Regional Planning: 100 and 101.

b. History

Africana Studies: Any two of 203, 204, 205, 283, 344, 350, 360, 361, 370, 381, 405, 460, 471, 475, 483, 490, 510.

Asian Studies: Any two courses in Asian history given by the Department of History and listed under the Department of Asian Studies under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area, or by taking AS 208, 211, 212, 215, or 218 followed by a history course in that area.

History: Any two courses in the Department of History, except for Freshman Writing Seminars.

Near Eastern Studies: Any two NES history courses at the 200 or 300 level that form a reasonable sequence or combination. NES 197 or NES 198 plus an NES history course will also satisfy the history requirement.

Science and Technology Studies: Any two of the following courses: 233, 250, 281, 282, 287, 288, 292, 350, 401, 433, 444, 447, 448, 482, 687.

Women's Studies: Any two of 227, 238, 273, 307, 336, 357, 426. (Appropriate courses taken previously may be approved by the program.)

Group 3: Humanities or Expressive Arts**a. Humanities**

Africana Studies: Any two of 202, 211, 219, 422, 425, 431, 432, 455.

Archaeology: Archaeology 100 and any of the following: Archaeology 221, 232, 233, 250, 308, 356, 402, 423, 432; Classics 219, 220, 221, 232, 233, 239, 250, 309, 320, 322, 323, 325, 326, 327, 350, 356, 360, 423, 427, 432, 434, 435, 629, 630; Near Eastern Studies 243, 263, 264, 267, 364, 367.

Asian Studies: Any two courses in Asian art, literature, religion or cultural history given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by any two courses in the same area, or by taking AS 208, 211, 212, 215, or 218, either using two of these courses as a sequence or by following one with a course in the humanities in that area. Asian Studies 250 together with Religious Studies 101 may also satisfy the humanities requirement.

Classics: (a) any two courses in Greek beginning with 201 or in Latin beginning with 205 that form a reasonable sequence, or (b) any two of the following: Classics 206, 211, 212, 217, 218, 219, 220, 221, 222, 223, 224, 225, 232, 233, 235, 236, 237, 238, 239, 245, 250, 300, 309, 319, 320, 321, 322, 323, 326, 327, 329, 330, 331, 333, 336, 337, 339, 340, 346, 350, 356, 360, 361, 363, 366, 368, 382, 390, 391, 395, 434, 435, 480, 496.

Comparative Literature: Any two comparative literature courses through the 300 level, excluding Freshman Writing Seminars; 400-level courses with permission of the instructor or the director of undergraduate studies.

English: Any two courses in English at the 200 level or above, except English 270, 271, and 272 if used as Freshman Writing Seminars. If students have used English courses to satisfy the expressive arts requirement, they should not take courses numbered in the 80s (e.g., 281, 382) to satisfy the humanities requirement.

French Literature: Any two courses from 200, 220, 221 (formerly 201), 222 (formerly 202), or 300-level literature courses.

German Literature: Any two courses at the 200 level or above.

Italian Literature: Any two literature courses at the 200 level or above.

Near Eastern Studies: Any two NES civilization or literature courses at the 200 or 300 level that form a reasonable sequence or combination, including Hebrew 201–202, Intermediate Arabic 211–212, Advanced Arabic 311–312, Intermediate Modern Hebrew 201–202, Advanced Modern Hebrew 301–302. NES 197 or 198 plus an NES civilization or literature course will also satisfy the humanities requirement.

Philosophy: Any two courses with the following exceptions: (1) Philosophy 100, if used to satisfy the freshman writing seminar requirement; (2) a combination of two courses in logic, such as 131, 231, 331, 431, 432, 436.

Religious Studies: Relig. St. 101 with Asian Studies 250.

Russian Literature: Any two courses at the 200 level or above except 329, 330.

Science and Technology Studies: Any two of the following courses: 286, 381, 384, 389, 472, 481, 661, 681.

Spanish Literature: Two of 201, 315, 316, 318, or any other 300-level literature courses.

Women's Studies: (a) Any two of 248, 251, 264, 341, 348, 349, 363, 365, 366, 374, 390, 402, 404, 445, 451, 456, 460, 474, 475, 476, 481, 491, 492; or (b) any one of 210, 365, 493, plus one course from list a. (Appropriate courses in women's studies taken previously may be approved by the program.)

b. Expressive Arts

Africana Studies: Any two of 285, 303, 425, 430.

Anthropology: Any two of 290, 451, 452, 453, or 455.

Archaeology: Archaeology 100 and any one of the following: Archaeology 423; History of Art 220, 221, 223, 224, 320, 322, 323, 325, 326, 327, 423, 427, 432, 434.

English: Any two of the courses at the 200 level or above that are numbered in the 80s (e.g., 281, 382).

History of Art: Any two courses at the 200 level or above, or Archaeology 100 and one of the History of Art courses listed under Archaeology.

Music: 6 credits in music, except freshman writing seminars. A maximum of 4 credits in Music 321–322 and a maximum of 3 credits in Music 331 through 338 and 441 through 450 may be used to satisfy this requirement.

Theatre Arts: Any two of the 3- or 4-credit courses at the 200 level or above.

Group 4: Mathematics or an Unused Subdivision

a. Mathematics and Computer Science

Any 6 credits in mathematics except 104 and not including more than one course from 105 or 403. Computer Science 100, 211, or 212 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 or higher on the CEEB calculus BC examination. Mathematics 109 and Education 005 and 115 (College of Agriculture and Life Sciences) do not count toward satisfying the requirement.

b. An Unused Subdivision

A sequence of courses in any one of the subdivisions in groups 1–3 that has not been used to fill that group's requirement.

Distribution Requirement II: Beginning with students in the Class of 1996

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter in the liberal arts and sciences and explore areas they may not have explored before.

Attaining these two goals is part of the task of freshmen and sophomores. Although students may complete the requirements over the eight semesters, they can follow up introductory and exploratory course work that proves intriguing with advanced courses only if they have taken the introductory courses early.

Students must take a total of nine courses for the distribution requirement: four courses (of three or more credits each) from Groups 1 and 2 below, at least one of which is from Group 2, and at least two of which are from Group 1: for example, one chemistry, one physics, one geology, and one mathematics; five courses from Groups 3 and 4 below, with at least two in each group and two in the same department: for example, one course in sociology, one in history, one in history of art, and two in Theater Arts. No single course may satisfy more than one distribution requirement, and no freshman writing seminar may satisfy any of the distribution requirements.

1. Physical and Biological Sciences

Astronomy 101 or 211, 102 or 212, 201, 202 or any course numbered 300 or above

Chemistry (all courses)

Geological Sciences (all courses)

Physics (all courses)

Bio/Geo 154

Biological Sciences: all courses *except* 152, 200 (unless permission of the associate directed is obtained, 202, 205, 206, 208, 209, 301, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: Bio S 101–104, 105–106, 107–108, 109–110, 160, 170, 192, 201, 207, 212, 246, 275. *Note that introductory biology can only count for distribution credit when taken as a two-semester sequence: 109–110, 105–106, or 101 and 103 plus 102 and 104, or 107–108, or a combination of the first term of one sequence and the second term of another.*

2. Quantitative and formal reasoning

All courses offered by the Department of Mathematics *except* Math 101 and 109

City and Regional Planning 320

Computer Science 100, 101, 172, 211, 212

Industrial & Labor Relations 210, 211

Linguistics 316

Operations Research & Industrial Engineering 115

Philosophy 231, 331, 431, 436

Physics 205

Physics 209

Physics 210

Psychology 350

Sociology 301

Statistics and Biometry 215

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students should not choose two beginning courses in statistics.

Advanced placement or transfer credit only in mathematics or computer science may be applied to distribution in quantitative and formal reasoning.

Under exceptional circumstances and upon petition, certain Cornell courses not listed above under Group 2, courses such as those appearing on the following auxiliary list, may be used to satisfy the requirement in quantitative and formal reasoning. The petition should provide persuasive rationale both in terms of the student's course of study and in terms of meeting the goals of the requirement.

Auxiliary list: Agricultural Economics 310; Agricultural Engineering 151; City and Regional Planning 321; Industrial and Labor Relations 312; Linguistics 421, 450; Psychology 472–473 (a sequence of two two-credit courses which may count only in its entirety as one course); Sociology 420

3. Social sciences and history

Africana Studies 171, 172, 190, 191, 231, 280, 290, 301, 302, 344, 345, 346, 352, 382, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 571

Anthropology (all courses except Anthropology 101, 275, 371, 474)

Archaeology 100, 201, 203, 204, 308, 317, 402, 404, 493, 494

Asian studies (courses in Asian anthropology, economics, government, linguistics, or sociology)

City and Regional Planning 100, 101

Economics (all courses except 317, 318, 319)

Government (all courses)

Linguistics (all courses)

Near Eastern archaeology

Psychology (all courses except 123, 276, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 429, 470, 471, 472, 473, 475, 476, 479, 491, 492)

Science and Technology Studies 350, 352, 360, 401, 402, 407, 427, 442, 467, 483

Sociology (all courses)

Women's Studies 206, 210, 218, 220, 238, 244, 262, 269, 275, 277, 281, 305, 321, 345, 353, 362, 365, 366, 372, 385, 406, 408, 416, 417, 425, 428, 435, 438, 450, 454, 455, 463, 466, 468, 478, 479, 480, 493

History

Africana Studies 204, 205, 283, 344, 350, 360, 361, 370, 381, 405, 460, 471, 475, 483, 490, 510

Engineering 250, 292

History (all courses)

Near Eastern Studies 197, 198, and other courses in Near Eastern history

Science and Technology Studies 233, 250, 281, 282, 287, 288, 292, 350, 401, 433, 444, 447, 448, 482, 687

Women's Studies 227, 238, 273, 307, 336, 357, 384, 401, 410, 426, 438, 444

4. Humanities and the arts

Africana Studies 202, 211, 219, 422, 425, 431, 432, 455

Archaeology 221, 232, 233, 250, 308, 356, 360, 402, 423, 432

Asian Studies (courses in Asian art, literature, religion, or cultural history)

Classics (except Classics 100 and Classics 102 in Summer Session)

Comparative Literature

English

French Literature

German Literature

Italian Literature

Near Eastern Studies (courses in Near Eastern civilization or literature, including languages courses at the 200-level or above)

Philosophy (all courses except courses in logic)

Religious Studies 101

Russian Literature

Spanish Literature

Africana Studies 285, 303, 425, 430

Anthropology 290, 451, 452, 453, 455

Archaeology 423

History of Art

Music (one course of at least 3 credits, excluding musical performance, organizations or ensembles; or two courses, which may include 4 credits in musical performance or 3 credits in organizations or ensembles, but not both)

Science and Technology Studies 286, 381, 384, 389, 472, 481, 661, 681

Theatre Arts (except for technical production studios)

Women's Studies 210, 251, 264, 335, 341, 346, 348, 363, 365, 366, 374, 390, 404, 407, 411, 433, 445, 446, 451, 457, 474, 475, 476, 481, 491, 492, 493, 530, 621, 633, 660

Students may apply up to two courses of approved advanced placement credit in calculus, computer science, and science toward satisfaction of the distribution requirement in Groups 1 and 2 above, provided that they complete at least one science course during their undergraduate career. They may apply no advanced placement credit toward satisfaction of the distribution requirement in Groups 3 and 4. Grades of S-U in courses applied to the distribution requirement are acceptable.

5. Breadth Requirements

Students must include in their undergraduate curricula at least one course that focuses on an area or a people other than those of the United States, Canada, or Europe, and one course in an historical period before the twentieth century. (Courses focusing on Native American cultures may count toward the breadth requirement.) Courses that satisfy the first breadth requirement, geographical breadth, are marked with a @ when described in this catalogue. Courses that satisfy the second, historical breadth, are marked with a *. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. They may also apply proficiency in a non-Western language toward the geographical breadth requirement and use courses satisfying distribution, major, or elective (but not writing) requirements in satisfaction of either of the breadth requirements. Advanced placement credit may not be applied to either of the breadth requirements.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major is not intended to define a student's intellect or character or to lead to a lifetime's occupation, although it may do the latter. By majoring, students focus the full extent of their imaginative and intellectual capacities on something they care about and sharpen their minds in the process.

Sophomores must be accepted by departments as majors before registering for courses

for the junior year. Most departments and programs specify certain prerequisites for admission to the major; students should consult the departmental listings on the following pages. A department may refuse to accept into the major any student whose performance does not meet departmental standards. To seek admission into a major, students take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major department.

Available majors. Majors are offered by each of the departments. There are also majors in Africana studies, American studies, archaeology, biology and society, dance, German studies, religious studies, Russian and East European studies, science and technology studies, and women's studies.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options."

Students are responsible for completing their majors according to the regulations and with the approval of their departments. Courses that fulfill major requirements may not be taken for S-U grades.

Electives

Of the thirty-four courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting curriculum. Students must complete four or five courses or at least 15 credits in courses that are offered outside the major field and are not used to fill another requirement. Students may group electives to form a concentration separate from their major or even a second major. Some choose to explore a variety of subjects. Electives taken in other divisions of the university may be used to gain practical training or specialized knowledge. Some students develop a concentration in one particular department or subject outside arts and sciences. Students who choose to complete two majors may count courses in one of those majors as "electives."

Residence

Eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the research university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible.

Approved study abroad, SEA Semester, and Cornell-in-Washington are considered semesters of residence, but students may spend no more than two semesters on such programs and must be on campus during their last semester.

Semesters of extramural study in the Division of Continuing Education and summer sessions do not count as semesters of residence.

Transfer students from other institutions must spend a minimum of four semesters on the Cornell campus in Ithaca. Transfers from other

colleges at Cornell must spend four semesters on campus in Ithaca as students in the internal transfer division or college. Mid-year freshmen who study full-time in an approved curriculum at another institution during the fall preceding their matriculation in the college may count that semester as a semester of residence.

Students occasionally enter with advanced placement credit from other institutions, take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept credit for such courses, if they are comparable to courses at Cornell. Students may not count such credit, however, as part of the 100 credits required in the College of Arts and Sciences. They may use such credit to replace a term of residence if they petition to accelerate (see below), but such credit must be earned before the last semester. Students may not leave the college after fewer than eight semesters of residence and complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell.

Acceleration. Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students petition to accelerate during their junior year (obtain petitions in the Office of Records and Scheduling, M46 Goldwin Smith Hall) and must meet certain requirements additional to those required of other students.

1. Accelerants must meet either condition *a* or *b*:
 - a. To complete the degree in *seven* semesters, students must have finished *sixty* credits by the end of the *third* semester. To complete the degree in *six* semesters, students must have finished *sixty* credits by the end of the *second* semester. Students must have completed the prerequisites for admission to the major in time to spend *four* semesters in the major.
 - b. To complete the degree in fewer than eight semesters, students must have passed 48 credits in Cornell courses numbered "300" and above. Courses taken at Cornell University, Cornell-in-Washington, the SEA semester, college fieldwork programs, or an approved program of study abroad are considered Cornell courses, although all courses not taught in Ithaca in the College of Arts and Sciences are subject to review.
2. All accelerants are required to complete 100 credits at C or above.
3. Students may not use credits earned while on required leave of absence to reduce their terms of residence.
4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester.

Students planning to accelerate should obtain and present petitions during their junior year to the Office of Records and Scheduling, M46 Goldwin Smith Hall.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters in residence, the last one of which must be on campus in Ithaca. Transfer students, both from other institutions and from Cornell must spend at least four semesters in the college on campus in Ithaca.

Ninth term. Students may spend a ninth term in residence. They should discuss their program with the assistant dean for seniors and must notify in writing the senior clerk in the Office of Records and Scheduling, M46 Goldwin Smith Hall, of their intention. Students on financial aid should discuss funding with an adviser in the Office of Financial Aid.

Part-time Study. Students are allowed to study part-time during their eight semesters of residence only if they present convincing academic or medical reasons for a reduced schedule, if they are Ithaca residents who are twenty-three years of age or older, or if they meet the following criteria, which are adhered to absolutely:

- 1) A student who has completed all degree requirements by the end of the seventh term, and could have received permission to accelerate, may receive permission to study part-time during the eighth term.
- 2) A student who has received permission to accelerate, but who has been forced to drop a course (for reasons beyond his or her control) and has not been able to complete the course work on schedule, may be able to complete the requirements as a part-time student.
- 3) A student writing an honors thesis who can complete all degree requirements by taking two or fewer courses, one of which is the thesis itself, in the eighth semester may be permitted to register for part-time study.

Minimum Number of Courses and Credits

Students must complete at least thirty-four courses to graduate, that is, an average of four courses during each of six semesters and five courses during each of two semesters. A 3- or 4-credit course counts as one course; a 2-credit course counts as one-half course. Single-credit courses do not count as part of the thirty-four except in certain cases when they form a part of a series (certain offerings in biology, music, and theatre arts for instance) and two in the same series can be aggregated to count as one-half course. A 6-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as 10 credits and 2 1/2 courses each. Biology 364, for 6 credits, and most other 5- or 6-credit courses count as one course. Archaeology and geology fieldwork for more than 6 credits count as 2 courses each. Biology 281, 274, and 458 count as 1.5 courses each. Other 5- or 6-credit courses count as one course.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences, to earn the Bachelor of Arts degree. Credits earned from advanced placement examinations, courses

approved for study abroad, and courses taken in certain off-campus residential programs may be counted towards the 100 credits required within the college and also toward the required thirty-four courses. Credits earned in other colleges at Cornell, or in any subject at U.S. institutions other than Cornell, do not count as part of the 100. The only exception is for courses (usually no more than three) that a department accepts from other colleges at Cornell as fulfilling major requirements.

Application to Graduate

In the first semester of their senior year, students must complete an application to graduate so that the college can check each student's plan for fulfilling college requirements. This process is intended to help seniors plan to complete college requirements and help them identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Meeting graduation requirements is the student's responsibility*; problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted. Seniors will receive applications and instructions with their preregistration materials for the final semester.

Degree Dates. There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May; students graduating in January are invited to a special recognition ceremony in December.

The Degree: The College of Arts and Sciences grants the A.B. (or B.A.) degree. A.B. is the abbreviation of the Latin name for the degree: "Artium Baccalarius," or translated into English, B.A.: "Bachelor of Arts."

Courses, Credit, and College Requirements

A course may not be used to fulfill more than one college requirement, with the following exceptions.

- 1) A course may be used to fulfill a distribution requirement and also a major requirement, provided that the major adviser agrees.
- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities.
- 3) Courses used to fulfill college requirements (but not major requirements) may be taken for S-U grades.

Repeating courses. Students occasionally repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades will appear on the transcript and will be included in any average that is calculated, but credit will be counted toward the degree only once. Students who plan to repeat a course should submit a petition to the Office of Records and Scheduling, M46 Goldwin Smith Hall. If the original course grade was F, no petition is necessary to repeat it.

Attendance in classes is a matter between students and their instructors. If a student

cannot attend classes because of illness or family crisis, the Academic Advising Center will notify instructors when requested to do so, but students must arrange for making up examinations or other work with their instructors. When students will be absent because of religious holidays or athletic competitions, they must discuss arrangements for making up their work with their instructors. Students who must miss an examination should be sure to contact the professor in advance. Alternative arrangements are at the discretion of the instructor.

Transferring credit. The college evaluates credit received from either another school or college at Cornell University or another accredited institution of collegiate rank to determine the number of credits and courses the student may apply toward the Bachelor of Arts degree. Tentative credit evaluations are normally provided to external transfers at the time of the notification of their admission. In all cases, students must earn 100 credits in courses commonly given by the College of Arts and Sciences.

Transfer students must successfully complete at least 60 credits and sixteen courses at Cornell; they must be in residence for four regular semesters. Summer session does not count toward the residence requirement. Advanced placement credit awarded by other colleges, either at Cornell or elsewhere, will be re-evaluated by the college and may not be accepted.

Advanced placement credit. See p. 5.

Summer session credit. A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. The college Office of Records and Scheduling, M46 Goldwin Smith Hall, can supply approval forms and information. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college, including summer programs that prepare for a regular semester abroad. Three credits may be earned in such pre-session summers abroad, which are counted as out-of-college credit. Transcripts from other institutions should be sent to the Office of Records and Scheduling, M46 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed in a summer session away from Cornell should have transcripts sent to the Office of Records and Scheduling, M46 Goldwin Smith Hall, during the summer before matriculation. Credits completed in Cornell summer sessions will be given automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

Non-credit courses. The college does not grant credit toward the degree for every course offered by the university. Courses in remedial or developmental reading (for instance, Human Ecology 100) and supplemental science and mathematics courses offered by the Learning Skills Center, carry credits that are counted toward good standing in a given semester but not toward graduation.

Physical education, typing, shorthand, and military training courses are among those for which credit is not given. Faculty legislation strictly prohibits granting credit toward the degree for service as an undergraduate teaching assistant, even though the department may record credit for such service on the transcript.

Auditing. The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but do not fit into their schedules for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not, of course, appear on the student's schedule or transcript.

Physical Education

See "University Requirements for Graduation," p. 12. The college does not count physical education credit toward the 120 credits required for graduation, nor does physical education credit count toward the twelve credits required for good standing each semester.

SPECIAL ACADEMIC OPTIONS

Degree Programs

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors if they want to pursue an interest that cannot be met within an established major. Proposals for an independent major must be supported by a faculty adviser and are assessed by a board of faculty members. Board members consider whether the plan is equivalent in coherence, breadth, and depth to a departmental major, whether it is well suited to the student's academic preparation, and whether it provides a liberal education. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Academic Advising Center, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

College Scholar Program

The College Scholar Program frees no more than forty students in each class from the usual college requirements for a degree and allows them to design their own academic programs. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: Some, for instance, pursue diverse interests, while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive special permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the distribution requirements, although members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply at the end of their first spring semester in the college. Students should contact the Academic Advising Center, 55 Goldwin Smith Hall, for further information.

Double Majors

A student may complete a double major by fulfilling the major requirements in any two departments of the college. No special permission or procedure is required. Students need, however, to become accepted into both majors and be assigned an adviser in each department. Both majors will be posted on the official transcript. Because only one major is required for graduation, courses from a second major can fulfill the requirement of 15 elective credits (4–5 courses.)

Dual Degree Programs with Other Colleges

Ambitious and diligent students who want both a liberal arts education and professional training may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the College of Architecture, Art, and Planning. Dual Degree Programs ordinarily take five years to complete, and students are eligible for five years of financial aid. Students enter one of these colleges as freshmen and begin the dual degree program with the second college in the second or, in some cases, the third year. For further information students should contact Assistant Dean Saraydar, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

Double Registration with Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School or Cornell Medical College, or the Johnson Graduate School of Management, is possible. A few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. Students with eight or fewer credits to complete may apply to enter the Master's of Engineering program for that semester.

Students interested in the joint program with the Law School or the Graduate School of Management, or the Master's of Engineering program should see the dean for the senior class, Academic Advising Center, 55 Goldwin Smith Hall.

Students registering simultaneously in the college and in the Cornell Medical College receive the Bachelor of Arts degree after the first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed. Interested students should contact the health careers coordinator, 203 Barnes Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in College of Arts and Sciences courses.

Teacher Education in Science and Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a university program jointly conducted by the department of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching degree (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates, usually during their sophomore year.

For more information, contact the TESM student support specialist at 255-9255 or the program coordinator, D. Trumbull, 255-3108.

Special-Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program. Independent course work is involved in independent study and in the Undergraduate Research Program; premedical and prelaw counseling help students make appropriate use of the regular curriculum.

Independent Study

Independent study affords students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study. Ask for a form in the Office of Records and Scheduling, M46 Goldwin Smith Hall. In one semester students may earn up to 6 credits with one instructor or up to 8 credits with more than one instructor.

Undergraduate Research Program

The Undergraduate Research Program enables students to gain firsthand experience in scholarly research by participating in a faculty member's research project. Participation is recognized by course credit, since the program emphasizes what students will learn rather than what they will contribute to the project. However, students sometimes make contributions of a very high order and publish the results of their work.

Besides learning research methods that are appropriate to the discipline, students gain awareness of their own research interests and abilities, self-discipline, new insight into the subject matter, and the pleasure of working as scholar-apprentices with professors and other students who share a common interest.

Students interested in this program should see assistant dean Williams, Academic Advising Center, 55 Goldwin Smith Hall.

Language Study

More than forty languages are taught in the College of Arts and Sciences; some of them are available only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages through the joint efforts of the Department of Modern Languages and Linguistics and the departments that specialize in literary and cultural study: the Africana Studies and Research Center and the departments of Asian Studies, Classics, German Studies, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

FALCON Program (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese, Japanese, or Indonesian exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities here to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China, Japan, or Southeast Asia.

Language House Program (136 Goldwin Smith Hall)

Daniel H. Evett, academic administrator

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German, Italian, Russian, Spanish, and Mandarin Chinese. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills.

Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward completion of this concentration because they are interested, not because they believe it will convince law schools of their interest.

The adviser for students in the College of Arts and Sciences who are applying to law school is Assistant Dean Cox, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall.

Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

Study Abroad

In 1992-93, a few more than 200 students in the college studied abroad in dozens of places all over the world (see the section on Cornell Abroad in the introductory pages of *Courses of Study*). When planning study abroad, students should consult with their advisers, and either Assistant Dean Rosenberg (about study in Britain, Ireland, Israel, and Australia) or Barbara Lantz, Assistant Dean for International Programs (about study in all other countries), both in 55 Goldwin Smith Hall.

A request to study abroad must have the support of the faculty adviser and the approval of the college. A successful application will include a strong statement about the academic purpose of the study abroad and its relation to students' curricula at Cornell.

Students are expected to carry a full course load as defined by the university or program they attend and may earn a maximum of 30 credits for a year or 15 credits for a semester abroad. These credits count as part of the 100 required within the College of Arts and Sciences. On returning, students are responsible for demonstrating that the work undertaken abroad was completed satisfactorily (at C or above) and see final approval for the work from the appropriate departments. Although in most cases course work satisfactorily completed in an approved program will qualify for Cornell credit, students will want to know before they go abroad what materials to bring back with them to be prepared to present a strong case for receiving a full semester's or year's credit.

Students studying abroad must be in good academic standing the semester before departure. No more than two semesters abroad are allowed. Normally, transfer students entering as juniors will not be allowed to study away from Cornell. Seniors who wish to study abroad during their **final semester** must petition the college for permission to do so, but such permission is only rarely granted.

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in New York State, Central America, South America, and the Mediterranean region. Students should contact the Archaeology Program for information about the sites currently available.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine and New Hampshire coasts. Students should contact the Division of Biological Sciences for further information.

Cornell-in-Washington

The Cornell-in-Washington program enables a limited number of advanced students to study questions of public policy and to do supervised research during a term of residence in the capital. Students choose among several seminars. They become familiar with the various sources of information and develop research techniques. The program also offers a unique internship program: students serve as interns in a federal agency or congressional office and take part in a public-policy seminar. They define and carry out individual research projects that explore the connections between abstract policy issues and the day-to-day activities of the office. Potential internships are arranged through, and approved by, the Cornell-in-Washington program. Students are admitted to the Cornell-in-Washington program by the Department of Government. For further information, see p. 20 or inquire at 131 Sage Hall.

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the Academic Records Committee for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact the Academic Advising Center, 55 Goldwin Smith Hall.

ADVISING

The following advisers and offices provide information on college procedures and regulations, academic advising, or counseling.

Faculty Advisers

All students are assigned a faculty adviser. The adviser helps students design programs of study and advises them about ways to achieve their academic goals. Advisers and new advisees meet first during orientation week to plan the student's program. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic program and to become better acquainted. Academic

difficulties may frequently be solved or avoided if students and advisers recognize problems early. Advisers and advisees meet at least once each semester to discuss courses for the following term.

Students who would like to petition for an exception to college rules should discuss the matter with their advisers.

Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available.

Student Advisers

Each new student is also assigned a student adviser who can provide information about the college's requirements, courses, and instructors and about life at Cornell.

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they make many of their most important academic decisions at Cornell. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Academic Advising Center

The Academic Advising Center, 55 Goldwin Smith Hall, 255-5004, serves as a resource for faculty and student advisers and for students themselves and their parents. The assistant deans (one for each class, one for minority students, one for undergraduate research, two for study abroad and international programs, and one for the College Scholar and Independent Major programs) are available to help students define their academic and career goals and to help with special academic options and exceptions to college rules. In addition, the assistant deans of admissions are responsible for the advising of particular groups of students: transfers from other institutions, transfers from other colleges at Cornell, dual-degree students, pre-law students.

REGISTRATION AND COURSE SCHEDULING

Registration with the University

All students must register with the university at the beginning of each semester. Students may register if they are academically eligible and have paid their tuition. Registration materials are available at a time and place announced each term by the Office of the University Registrar.

Enrollment in Courses in the College of Arts and Sciences

Students must enroll in courses through the Office of Records and Scheduling in the college, M46 Goldwin Smith Hall.

New Students

The Academic Advising Center conducts briefings during orientation week for incoming freshmen and transfer students about procedures for scheduling courses.

Continuing Students

Continuing students are expected to select and schedule courses in advance during the previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and may have difficulty securing places in the courses they most want. Students may schedule up to five courses during the course enrollment (preregistration) period. Information and materials will be available in the Records and Scheduling Office, M46 Goldwin Smith Hall. Before signing into courses, students should make appointments with their faculty advisers to plan their programs. Course enrollment (pre-registration) is the best time to discuss long-range goals with faculty advisers. Students who do not have majors must submit an academic plan, approved by their faculty adviser, with their proposed schedule. Student advisers will also assist students. All students are welcome to discuss programs and plans with an assistant dean in the Academic Advising Center, 55 Goldwin Smith Hall, or in the Binenkorb Center, 172 Goldwin Small Hall.

The Records and Scheduling Office issues a supplement to *Courses of Study* showing last-minute changes in courses; the supplements of other divisions of the university are also available for reference in the Office of Records and Scheduling. Continuing students receive their course schedules at university registration. In the fall they also receive a copy of their transcript and a record of their progress toward the degree, which shows the courses taken, grades received, graduation requirements fulfilled, and academic actions. These are not official transcripts, but they reflect the official record and should be corrected in the Records and Scheduling Office if they are incorrect.

Limits on Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students should average 15 credits per semester. (AP credit and/or summer credits may reduce these numbers.) At a minimum, students must carry twelve credits per semester; if for compelling personal or academic reasons students need to carry fewer than twelve credits, they should consult their faculty adviser and the assistant dean of their class. Permission is by petition only. Completion of fewer than twelve credits without permission results in unsatisfactory academic standing. First-term freshmen must petition to register for more than eighteen credits; other students may register for more than eighteen credits a term only if their previous term's average was a B or higher. No more than twenty-two credits may be taken in a regular semester without permission of the Committee on Academic Records. Students who fail to seek approval for excess credits from the committee run the risk of having only 18 credits for the semester count toward the degree.

Any student who is not officially enrolled in a schedule of courses by the end of the third week of classes may be withdrawn from the college.

Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently or if, for any other reason, the situation requires some other response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

Special Registration Options

Adding and Dropping Courses

After course enrollment (preregistration), students may not add or drop courses until the new term begins. All program changes for juniors and seniors must be approved by the department and also by the faculty adviser. During the first three weeks of the semester, course changes may be made without petition. Add/drop forms are available in the Records and Scheduling Office, M46 Goldwin Smith Hall.

After the third week of classes courses may be added, and after the seventh week courses may be dropped, *only* by petition. Students may withdraw from courses between the eighth and twelfth weeks of the term *only* if (1) the instructor certifies the student has worked hard to master the material and has completed assigned work and taken exams, (2) the instructor approves, and (3) no issue of academic integrity is at stake. Students who want to withdraw from a course after the seventh week of the term must meet with an assistant dean and submit a petition by the end of the twelfth week of the semester. Late drops are approved when the student has completed all work in the course to date. The records of students whose course loads drop below 12 credits will be reviewed at the end of the semester.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses. After the midpoint of a short course, students who wish to add or drop the course must petition to do so.

Leaves of Absence

Taking time off from college to think about goals and progress, to gain additional experiences or funds, or just to take a break from studying is sometimes useful to students. Those in good standing who take a leave before the beginning of any semester or by the end of the eighth week of the semester are welcome to register in the college the following semester. Five years is the maximum length of time a student may be on

leave and return without special permission. Leaves of absence are of four types.

- 1) *Personal leaves* impose no conditions concerning the right to reenter the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves* are granted by the college only on recommendation by a physician from Gannett Health Center. Such leaves are granted for at least six months and up to five years with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) *Conditional leaves* may be granted if the student is not in good standing or, in unusual circumstances, after the seventh week of the term. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met.
- 4) *Required leaves:* The Academic Records Committee may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an assistant dean in the Academic Advising Center. On readmission, the student's graduation date will be recalculated according to the number of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation. *Students who take courses elsewhere while on leave, may petition to have credits accepted as out-of-college credits allowed toward the 120 credits needed for graduation. Approval depends on the judgment of the relevant departments and acceptable grades.* Credits earned on leave do not count toward the eight semesters of residence unless a student petitions successfully to accelerate. See the section "Residence."

Withdrawals

A withdrawal is a voluntary severance of connection with the university. If a student wants to withdraw after registering for the term, the withdrawal must be requested before the end of the seventh week of classes to avoid grades of "W" on the transcript. A notation of "W" will appear on the transcript for any course dropped after the seventh week. On withdrawal it is assumed that the student will not want to reregister in the college. Students who seek readmission after withdrawing from the college write an appeal to the Committee on Academic Records. If a student fails to register for a term and does not request a leave, the student will be withdrawn from the college for failure to register.

Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many

students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor at the new school or college.

In some cases students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with superior grades and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. Interested students should see Assistant Dean Gabard, in Arts and Sciences Admissions, 172 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree. They are expected to earn grades of C (not C-) or better in at least 100 of the total credits for the degree.

Honors

Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college. The criteria are subject to change from semester to semester and are available in the Office of Records and Scheduling, M46 Goldwin Smith Hall.

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. *Concentrations do not offer honors programs.*

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of their seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good standing in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

Failure to Maintain Good Standing

Students are not in good standing if they complete fewer than 12 credits, except for second-semester seniors who need fewer credits and courses to graduate; if they have more than one D, or one D in a schedule with only three courses, or any F or U grades; if they have not made satisfactory overall progress in grades or credits (whether due to failures or incompletes) or in the requirements of the college or the major. Such students will be considered for academic action by the Committee on Academic Records or one of the deans of the college.

Academic Actions

Warning. Any student who fails to maintain good standing will at least be warned. The warning may be given by an assistant dean in the college or by the faculty's Committee on Academic Records. A warning is posted on a student's unofficial college transcript but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence. A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must submit a plan for completing the degree. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required leave of absence" and the date are posted on the student's transcript.

Required withdrawal. The Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information to present.

GRADES

Letter Grades

See Grading Guidelines.

S-U Grades

The S-U option allows students to explore unfamiliar subjects or take advanced courses in relatively new subjects without being under pressure to earn high grades. It is not meant to reduce the amount of work a student completes in a course or the amount of effort a student devotes to a course. Students may elect during the first three weeks of the term to receive a grade of S (satisfactory) or U (unsatisfactory) instead of one of the letter grades (A+ through F), provided that the instructor is willing to assign such grades. Students may not elect the S-U option after the third week of the term. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, language, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

Students may not change from S-U to a letter grade after the fifth week of the term.

Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control that are acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade earned if the work is not completed by that date. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Once a grade of incomplete is assigned, the college does not change it unless and until the faculty member submits a change of grade or gives written permission to "freeze" it as an incomplete.

Students must resolve any incompletes with their instructors before graduation.

R Grades

R designates two-semester or year-long courses. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

Grade Reports

Grade reports for the fall term are included in spring-term registration materials; grade reports for the spring term are mailed to students at their home addresses. Grades are mailed to the home address for *parents* only if the student requests "Parent Grade Mail" on the university registration form.

Class Rank

The college does not compute class rank.

CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall	Spring
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 27	Feb. 28
Last day for adding courses without petition.	Sept. 17	Feb. 11
Last day for changing grade option to S-U.	Sept. 17	Feb. 11
Last day for changing grade option to letter.	Oct. 1	Feb. 25
Second deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Nov. 29	April 4
Last day for requesting leave of absence or withdrawal for the current term.	Nov. 19	April 22
Last day for dropping courses without petition.	Oct. 15	March 11
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (pre-registration) for the following term (tentative).	Oct. 20– Nov. 3	March 30– April 13
Last day to petition to drop a course.	Nov. 19	April 22
Deadline for applying to the College Scholar Program.		April 27
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 1	May 1

ADMINISTRATION

Don Randel, dean — 255-4146

Elizabeth Adkins-Regan, associate dean — 255-4147

Phillip Lewis, associate dean — 255-4147

Lynne S. Abel, associate dean for undergraduate education — 255-3386

Thak Chaloemtiarana, associate dean, director of admissions, and dean of seniors and second-semester juniors — 255-7061; 255-5004

Lourdes Brache, assistant dean — 255-4833

Gerry Cox, assistant dean, pre-law adviser, and coordinator of outside scholarships — 255-4833

Michele T. Crane, associate registrar — 255-5246

Patricia M. Dougherty, college registrar — 255-5051

Ken Gabard, assistant dean and adviser for internal transfer students — 255-4833

Barbara Jo Lantz, assistant dean for study abroad and international programs — 255-5004

Beatrice G. Rosenberg, assistant dean for sophomores, first-semester juniors, and study abroad adviser for programs in Australia, Great Britain, Ireland and Israel — 255-5004

Steve Saraydar, assistant dean and adviser for mid-year freshmen and dual degree students — 255-4833

Maria S. Terrell, assistant dean for freshmen, and director of student advising — 255-5004

Janice Turner, assistant dean, minority affairs, and premedical adviser — 255-5004

Peggy Walbridge, assistant dean and adviser for transfer students — 255-4833

Marilyn Williams, assistant dean, undergraduate research and academic integrity — 255-5004

Courses and Departments

SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of special and interdisciplinary programs that are described following the departmental program descriptions. Students may devise an independent major with the aid of any of these programs or develop an informal minor field. (Informal minors are not listed on the student's official record.)

GENERAL EDUCATION COURSES

The introductory and advanced courses offered by departments in their respective disciplines and fields comprise the bulk of the curriculum in the College of Arts and Sciences. Most of these courses are accessible to almost all students who are interested in them. However, the faculty of the college also offers general education courses, including

interdisciplinary courses for a broad audience, courses that provide insight into a particular discipline for students who are not specializing in that field, and courses for advanced students who consider a discipline in terms of its history, its presuppositions, or its relation to other branches of knowledge. The following courses have been identified by the various departments of the College of Arts and Sciences as particularly appropriate, by that definition, for general education. For full course descriptions consult the departments' sections of the catalog.

American Studies

Some professors in English and history (and other fields, such as government and art history) and an interest in American studies regularly teach courses that emphasize the interconnections of literary, historical, and other materials. Some courses focus on these interconnections with a nonspecialist audience in mind; others aim at an upper-level audience to put literature and history in a comparative perspective with respect to a common subject. These purposes may suit not only American studies, English, or history majors, but also the general-education interests of nonmajors. Members of the American Studies Committee can be consulted about the pertinence of their courses to general education.

Archaeology

Several members of the Archaeology Program offer general education courses suitable for nonmajors. These are listed under the departments that offer archaeology courses, such as the departments of Anthropology, Classics, History of Art, and Near Eastern Studies. The Archaeology Program itself also offers:

ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)

Spring. 3 credits.
T. P. Volman.

Asian American Studies

See Special Programs and Interdisciplinary Studies.

Asian Studies

ASIAN 208 Introduction to Southeast Asia @

Spring. 3 credits.
Staff.

ASIAN 211 Introduction to Japan @

Fall. 3 credits.
K. Brazell.

ASIAN 212 Introduction to China @

Spring. 3 credits (4 credits with a special project; consult instructor for information).
E. Gunn.

ASIAN 215 Introduction to South Asian Civilizations @

Fall. 3 credits (4 credits with a special project; consult instructor for information).
C. Minkowski.

ASIAN 218 Introduction to Korea @

Spring. 3 credits.
D. McCann.

Classics

CLASS 211 The Greek Experience #
Fall. 3 credits.
F. Ahl.

CLASS 212 The Roman Experience #
Spring. 3 credits.
D. Mankin.

CLASS 217 Initiation to Greek Culture #
Fall. 4 credits.
P. Pucci, I. Vasiliou.

CLASS 218 Initiation to Roman Culture #
Spring. 4 credits.
Staff.

[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #
3 credits. Not offered 1993-94; next offered 1994-95.
J. Coleman.]

CLASS 220 Introduction to Art History: The Art of the Classical World (also History of Art 220) #
Spring. 3 credits.
A. Ramage.

[CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #
Fall. 3 credits. Not offered 1993-94.
J. Coleman.]

[CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223) #
3 credits. Not offered 1993-94; next offered 1994-95.
J. Rusten.]

[CLASS 235 Modern Greek Poetry and Politics (also Comparative Literature 235)
Fall. 3 credits. Not offered 1993-94.
G. Holst-Warhaft.]

CLASS 236 Greek Mythology (also Comparative Literature 236) #
Fall or summer. 3 credits.
D. Mankin.

CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237) #
Spring. 3 credits.
K. Clinton.

CLASS 238 The Ancient Epic and Beyond #
Fall. 3 credits.
H. Pelliccia.

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #
4 credits. Not offered 1993-94; next offered 1994-95.
K. Clinton.]

[CLASS 337 Ancient Philosophy of Science #
4 credits. Not offered 1993-94.
P. Mitsis.]

[CLASS 339 Ancient Wit (also Comparative Literature 339) #
4 credits. Not offered 1993-94; next offered 1994-95.
F. Ahl.]

CLASS 363 Representations of Women in Ancient Greece and Rome (also Women's Studies 363) #
Spring. 4 credits.
L. S. Abel, J. Ginsburg.

[CLASS 480 Roman Society and Politics under the Julio-Claudians #

4 credits. Not offered 1993-94.

J. Ginsburg.]

English

See, in the department's listing, "Courses Primarily for Nonmajors."

Geological Sciences**GEOL 101 Introductory Geological Sciences**

Fall, spring, summer. 3 credits.

2 lec, 1 lab, field trips, evening exams in the fall term. Fall, W. B. Travers; spring, J. M. Bird.

Observation and understanding of the earth, including oceans, continents, coasts, rivers, valleys, and glaciated regions; earthquakes, volcanoes, and mountains; theories of plate tectonics; the origin, discovery, and development of mineral and water resources. Use of topographic and geologic maps, recognition of minerals and rocks, and field trips to Cascadilla Gorge, Fall Creek, and Enfield Glen.

GEOL 102 Evolution of the Earth and Life (also Bio S 170)

Spring. 3 credits. Geological Sciences 101 recommended.

2 lec, 1 lab, field trips, weekly quizzes, no midterm. J. L. Cisne.

Earth systems and their evolution. Earth history's astronomical context. Plate tectonics, continental drift, and their implications for climate and life. Coevolution of life and the atmosphere. Precedents for ongoing global change. Dinosaurs; mass extinctions; human ancestry. Laboratories on reconstructing geological history and charting ancient geography. Fossil collecting on field trips.

[GEOL 103 Introductory Geology in the Field

Fall. 3 credits. Limited to 35 students. Not offered 1993-94.

1 lec, 1 field trip or lab, 1 rec.
A. L. Bloom.

The subject matter of Geol 101, Introductory Geological Sciences, taught as much as possible by field trips in the campus and vicinity on foot and by bus. Weekly field trips until November introduce most of the major topics of the course, supplemented by lectures, recitations, and labs later in the term.]

GEOL 104 The Sea: An Introduction to Oceanography (also Biological Sciences 154)

Spring. 3 credits.

2 1-hr lec, 1 2 1/2-hr lab. W. M. White, C. Greene.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and non-science majors. Topics include: sea-floor spreading and plate tectonics; marine sedimentation; chemistry of seawater; ocean currents and circulation; the oceans and climate; ocean ecology; coastal processes; marine pollution and waste disposal; marine resources.

GEOL 106 Geologic Perspective on Climate Changes

Spring. 3 credits.

3 lec. K. Attoh.

Principles that govern interactions among solar radiation, atmosphere-hydrosphere, and solid earth. How Earth's climate is regulated by natural physical processes and biological

activity. Record of past climates and how life has responded. Data and theories used in climate modeling. Predictions of greenhouse warming, El Niño, and anthropogenic perturbations.

GEOL 111 To Know the Earth

Fall. 3 credits.

2 lec, 1 lab, and field trips. J. M. Bird.

A course to acquaint the non-scientist with the earth. Geology as an intellectual challenge, a provider of resources, an environment, a danger, a base for culture, and a science among sciences. The story behind landscapes, mountains, earthquakes, volcanoes, oceans, gold, petroleum, and icecaps. The record of the past, the context of the present, the forecast for the future.

GEOL 202 Environmental Geology

Spring. 3 credits.

2 lec, 1 rec, lab or field trip. D. E. Karig.

In-depth introduction to geologic processes that affect or are affected by human society, including stream behavior and floods, earthquakes, land stability and mass-wasting, and volcanic hazards. This material provides an application of geology to engineering, natural resources, and land-use planning. Local examples are discussed and visited on short field trips. The course can be taken as an introduction to geology, but also serves as a continuation of Geol 101.

German Studies**GERST 347 Freud (also Comparative Literature 347, English 347, Psychology 389)**

Spring. 3 credits.

GERST 351 Freud Optional Clinical Discussion Section (also Comparative Literature 351, English 346, Psychology 391)

Spring. 1 credit.

GERST 377 Baltic Literature

Fall. 4 credits.

I. Ezerгалis.

GERST 414 Nazis and the Literary Imagination (also Comparative Literature 404 and English 404)

Fall. 4 credits.

E. Rosenberg.

History of Art

All 200-level courses and some 300-level courses. See department listing.

Psychology**PSYCH 326 Evolution of Behavior**

Fall. 4 credits

R. Johnston.

[PSYCH 418 Psychology of Music

Spring. 3 or 4 credits. Not offered 1993-94.

T R 1:25-2:40. C. Krumhansl.]

Russian Literature**[RUSSL 207 Readings from Russian Culture #**

Fall. 3 credits. Not offered 1993-94.

M W F 1:25. G. Shapiro.]

[RUSSL 208 Readings from Russian Culture II

Spring. 3 credits. Not offered 1993-94.

M W F 1:25. G. Shapiro.]

[RUSSL 329 Eastern Europe Today: Economics, Government, Culture (also Economics 329 and Government 326)

Fall. 4 credits. Not offered 1993-94.

G. Gibian, M. Rush, G. Staller.]

[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #

Spring. 4 credits. Not offered 1993-94.

T R 2:55-4:10. P. Carden.]

RUSSL 367 The Russian Novel (also Comparative Literature 367) #

Spring. 4 credits.

T R 8:40-9:55. G. Gibian.

[RUSSL 373 Chekhov #

Spring. 4 credits. Not offered 1993-94.

T R 1:25-2:40. S. Senderovich.]

Sociology**SOC 101 Introduction to Sociology**

Fall and spring. 3 credits.

Fall, S. Caldwell. Spring, H. A. Walker.

This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No background experience is presumed; necessary skills are covered in class and section meetings.

SOC 103 Introduction to Sociology: Microsociology

Fall. 3 credits.

M W F 9:05-9:55. D. P. Hayes.

An introduction to microsociology, focusing on concepts and theory of social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro-analyses of interaction.

[SOC 104 Race and Ethnic Relations

Fall. 3 credits. Not offered 1993-94.

This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, in the world of work, and in the larger society. Topics: Inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.]

SOC 110 Introduction to Economy and Society

Fall and spring. 3 credits.

V. Nee.

Modern social thought arose out of attempts to explain the relationship between economic change and the social transformations that gave rise to the contemporary world. Classical theorists from Marx, Weber, and Durkheim to Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic

development. From exchange and rational choice theories to network analysis and structural theories, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

SOC 115 Utopia in Theory and Practice
Spring. 3 credits.

D. Strang.

This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structure that can work from those that cannot?

AFRICANA STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

J. Porte, chair and director of undergraduate studies; G. Altschuler, S. Blumin, J. Brumberg, M. Kammen, D. McCall, R. L. Moore, R. Polenberg, S. Samuels, J. Silbey, F. Somkin, S. C. Strout (Emeritus)

The Major

The major in American studies, appropriate for a wide variety of future professions, is basically a program of coordinated study in the history and literature of the United States. Although interdisciplinary, it is not a "double major." The prerequisites are one course in European, British, or American history at the 100 or 200 level and one course in British or American literature at the 200 level. Students who contemplate becoming American studies majors are encouraged to speak with the chair as early as possible to arrange for a major adviser.

In consultation with their advisers, American studies majors elect 32 credits (or eight courses) of work in the history and literature of all three large periods into which the nation's development can be divided (defined for the purposes of the program as colonial, nineteenth century, and twentieth century). To gain both depth and breadth, they select as an area of concentration either a single period (or the connections between two of the periods) and take either 16 credits in one period and 8 credits in each of the other two,

or 12 credits in each of the two periods whose connections constitute the focus of the study and 8 credits in the third. In addition, they take one of the adviser-approved interdisciplinary seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students may divide the work between history and literature in whatever proportion serves their interests, provided that they take no more than two-thirds of their courses in any one department.

Beyond the basic requirements in American history and American literature, 12 credits above the elementary level are required in allied subjects. Eight credits of work are in the history or literature, or both, of another related culture; and 4 credits are in American thought, society, or culture studies from the perspective of another discipline such as anthropology, economics, government, history of art, or sociology. (This last 4-credit requirement may be satisfied outside the college.)

Courses in American history that will satisfy the 32-credit requirement described in the second paragraph are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution will depend on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

Honors. Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American Studies, a student must in the senior year either write an honors essay for American Studies 493, Honors Essay Tutorial, or submit to the American Studies Committee three term papers written for courses in the major and take an oral examination in the declared area of special interest.

[AM ST 101 Introduction to American History]

3 credits. Not offered 1993-94.]

[AM ST 102 Introduction to American History]

3 credits. Not offered 1993-94.]

AM ST 200 Popular Culture in Twentieth-Century America

Fall. 4 credits.

M W F 11:15-12:05. G. Altschuler. This course will analyze the evolution of popular culture in the United States from 1900 to the present. To understand how popular culture shapes and reflects American values, we will examine best sellers, films, sports, advertising, television, and music. Topics include: Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox Scandal; The Western; Mae West and the "New Woman"; Jackie Robinson and the American Dilemma; Liking Ike and Loving Lucy; Elvis, The Beatles, and Guns N' Roses; *People*, *USA Today*, and the Era of Infotainment. For a more detailed outline of the course, see Professor Altschuler, B-20 Day Hall.

[AM ST 304 American Culture in Historical Perspective]

4 credits. Not offered 1993-94.]

[AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also History of Art 360)]

4 credits. Not offered 1993-94.]

[AM ST 465 Proseminar in American Studies (also English 465)]

4 credits. Not offered 1993-94.]

AM ST 479 Jewish-American Writing (also English 479 and Jewish Studies 478)

Fall. 4 credits.

W 2:30-4:25. J. Porte.

A study of American writing from about 1895 to the present that is concerned with the Jewish experience in the New World. Some topics to be covered: immigrant life, gender issues, the conflict between religious and secular outlooks, political affiliation, the Great Depression, the Group Theater, anti-Semitism, Jewish life in the suburbs, the effect of the Holocaust, the "renewal" of Yiddish culture and religious interest. Authors to be studied may include: Abraham Cahan, Anzia Yezierska, Fannie Hurst, Mike Gold, Henry Roth, Clifford Odets, Muriel Rukeyser, Karl Shapiro, Lionel Trilling, Alfred Kazin, Saul Bellow, Bernard Malamud, Philip Roth, and Cynthia Ozick. There will be opportunities for research in secondary sources and we shall probably study some films on Jewish subjects (e.g., *Hester Street* and *Crossing Delancey*).

AM ST 493 Honors Essay Tutorial

Fall or spring. Up to 4 credits each semester.

See J. Porte for appropriate advisers.

AM ST 500 Research Seminar in American Studies

Fall or spring. 8 credits each semester.

Offered only in Washington, D.C.

J. Silbey.

Required of all Cornell-in-Washington students pursuing the American experience option. Weekly lectures on the scope and methods of the various American Studies disciplines; presentation of research by visiting scholars; and the pursuing of an individual research project by each student, based on the resources available in Washington.

ANTHROPOLOGY

D. H. Holmberg, chair; R. Ascher, T. C. Bestor, J. Borneman, J. Fajans, D. J. Greenwood, J. S. Henderson, B. J. Isbell, A. T. Kirsch, B. Lambert, T. F. Lynch, K. S. March, C. Morris, E. Povinelli, P. S. Sangren, J. T. Siegel, M. F. Small, R. J. Smith

Anthropology is unique in that it takes humanity in its broadest sense as its subject matter. It is a discipline that stresses the world's cultural diversity by means of a comparative perspective. This means that anthropologists are interested in cultural differences in and among modern societies as well as cultural change over time. As we look ahead to the twenty-first century, anthropology prepares students to think globally about humankind as thinkers, actors, builders, and as living organisms in a complex and fragile ecosystem.

The three branches of anthropology are archaeology, biological anthropology, and sociocultural anthropology. Archaeologists collect and interpret the record of the past to

extend our understanding of human history and social change. That record tells the story not only of "ancient" societies, but also of the rise of civilizations that were the direct forebears of the contemporary nations that we know today. Archaeology also tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, among other themes. Biological anthropologists consider human experience from the perspective of questions of evolution, anatomy, genetics, cognition, nutrition, disease, medicine, ecology, and primate studies, offering multiple approaches to the question of human beings' "human-ness." Some essential human attributes (complex thinking and communication, social organization, among other things) are shared with other higher primates. Sociocultural anthropology, like archaeology, looks at the worlds humans make for themselves. Sociocultural anthropologists examine the diversity of behaviors, relationships, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions—among the many other means human beings invent to create and reproduce social life around the world. Sociocultural anthropologists collect data primarily through ethnographic fieldwork, that is, months or years of participating and observing in the societies they study.

Together, the three branches of the discipline offer an integrated approach to the immense diversity of human experience. Through its subject matter, theories, and methods, anthropology also offers students a chance to integrate the three divisions of the university: the humanities, social sciences, and natural sciences. Each branch of anthropology involves these three subject areas in different ways. For purposes of distribution requirements in the College of Arts and Sciences, most courses in anthropology count toward the social science requirement and the requirement for geographic and cultural breadth. Some anthropology courses also fulfill the biological sciences requirements and the requirement for historical breadth.

The major is designed to offer students opportunities to study all three branches of anthropology, through courses on particular topics (e.g., agriculture, religion, or economics), on world areas, and on theoretical problems. The requirements for majors are outlined below. Within the major, students may design their own specialties in consultation with a faculty adviser. Specialties may be developed through any combination of 300- and 400-level courses in the department, independent study, courses in related fields, and honors work.

The Major

- 1) The major in anthropology requires completion of Anthropology 101 and 102. Preferably, these courses will be taken in the freshman or sophomore years.
- 2) Students who major in anthropology:
 - a) Take at least one course at the 200 level or above in each of categories III, IV, V, VI, and VII from the listing below. In satisfaction of this requirement, no course may be used to fulfill more than one category.

- b) Develop one or more areas of specialization within the discipline in consultation with his or her faculty adviser. Examples of such specializations include sociocultural anthropology, anthropological archaeology, theory and history, and biological anthropology.
- c) Take a total of 32 credits of course work above the 100 level. Up to 8 credits of course work in cognate disciplines related to the student's specialization may be accepted for the major with the permission of the faculty adviser.
- d) When appropriate, special provisions for meeting major requirements may be arranged with the faculty adviser's approval.

Honors. Anthropology majors interested in the honors program should consult the director of undergraduate studies before the beginning of their senior year and apply for admission to the program. Candidates for the degree of Bachelor of Arts with honors in anthropology must complete a thesis in the final term of the senior year. Students may enroll in Anthropology 491 or 492, Honors Thesis, after obtaining the consent of the Honors Committee. The decision to award honors and in what degree is based on the quality of the thesis and the student's overall record.

Facilities

The anthropology laboratory contains a small statistical and reference library as well as basic drafting and photographic equipment. In addition, the department has an extensive collection of archaeological and ethnological materials housed in the Anthropology Collections.

Special Programs

Specialized individual study programs are offered in Anthropology 497–498, Topics in Anthropology, open to a limited number of juniors and seniors who have obtained consent of the instructor. Undergraduates should also note that most 600-level courses are open to them if consent of the instructor is obtained.

The Department of Anthropology holds colloquia throughout the academic year. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

Anthropology majors have also established an anthropology club, which sponsors educational and social events in conjunction with graduate students and faculty in the department.

Study Abroad in Nepal

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are

officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris) for further information.

I. Introductory Courses

Note: For additional freshman writing seminars in anthropology, see "Freshman Writing Seminars" and the John S. Knight Writing Program's special brochure.

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind

Fall. 3 credits.

M. F. Small.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$10.

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @

Spring. 3 credits.

E. Povinelli.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

ANTHR 103 The Scope of Anthropology

Fall and spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of Anthropology 101 or Anthropology 102. S–U grades only.

Staff.

This course is intended for majors in anthropology, prospective majors, and other interested students. Each week a different member of the faculty in anthropology at Cornell will make a presentation on the nature

of their work within the field and discuss their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

ANTHR 200 Cultural Diversity and Contemporary Issues @

Fall. 3 credits.

J. Borneman.

This course will introduce students to the meaning and significance of forms of cultural diversity for the understanding of contemporary issues. Drawing from film, video, and selected readings, students will be confronted with different representational forms that portray cultures in various parts of the world, and they will be asked to examine critically their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; global process and cultural integrity.

II. Courses Intended Primarily for Majors

ANTHR 491 Honors Thesis

Fall. 4 credits. Prerequisite: consent of the Honors Committee. Intended for majors graduating in mid-year.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

ANTHR 492 Honors Thesis

Spring. 4 credits. Prerequisite: consent of the Honors Committee.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

ANTHR 497-498 Topics in Anthropology
497, fall; 498, spring. Credit to be arranged. Intended for undergraduate students only.

Hours to be arranged. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

III. Archaeological Courses

See also courses listed under Archaeology.

ANTHR 202 Practicing Archaeology (also ARKEO 202)

Fall. 3 credits.

T. P. Volman.

For course description, see ARKEO 202.

ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)

Spring. 3 credits.

T. P. Volman.

For course description, see ARKEO 203.

[ANTHR 204 Ancient Civilizations (also Archaeology 204) @#]

Spring. 3 credits. Not offered 1993-94.]

[ANTHR 216 Ancient Societies @#]

Fall. 3 credits (4 by arrangement with instructor). Not offered 1993-94.]

ANTHR 317 Stone Age Archaeology (also Archaeology 317)

Spring. 4 credits.

T. P. Volman.

For course description, see ARKEO 317.

[ANTHR 352 Interpretation of the Archaeological Record]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 354 The Peopling of America @#]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 355 Archaeology of Mexico and Central America @#]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 356 The Archaeology of South America @#]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 358 Archaeological Research Methods (also Archaeology 358)]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 361 Field Archaeology in South America (also Archaeology 361) @#]

Spring. 10 credits. Not offered 1993-94.]

ANTHR 370/670 Environmental Archaeology (also ARKEO 370/670)

Fall. 4 credits.

T. P. Volman.

For course description, see ARKEO 370/670.

[ANTHR 435 Investigation of Andean Institutions: Archaeological Strategies @#]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 493 Seminar in Archaeology: The Aztecs (also Archaeology 493) @#]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 494 Seminar in Archaeology: The State (also Archaeology 494) @#]

Spring. 4 credits. Not offered 1993-94.]

IV. Biological and Ecological Anthropology

ANTHR 275 Human Biology and Evolution (also Biological Sciences 275 and Nutritional Science 275)

Fall. 3 credits. S-U grades optional, with permission of either instructor. Offered alternate years.

K. A. R. Kennedy, J. D. Haas.

For course description, see Bio S 275.

ANTHR 371 Human Paleontology (also Biological Sciences 371)

Fall. 4 credits. Prerequisite: one year of introductory biology or Anthropology 101 or permission of instructor. Offered alternate years.

K. A. R. Kennedy.

For course description, see Bio S 371.

ANTHR 390 Primate Behavior and Ecology

Spring. 4 credits. Limited to 25 students.

Prerequisite: Anthropology 101 or permission of instructor.

M. F. Small.

The course will investigate all aspects of non-human primate life. Based on the fundamentals of evolutionary theory, group and inter-individual behaviors will be presented. In addition, an understanding of group structure and breeding systems will be reached through an evaluation of ecological constraints imposed on primates in different habitats.

Subjects include: primate taxonomy, diet and foraging, predation, cooperation and competition, social ontogeny, kinship, and mating strategies.

[ANTHR 391 The Evolution of the Human Life Cycle]

Spring. 3 credits. Not offered 1993-94.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)]

Spring. 4 credits. Not offered 1993-94.]

ANTHR 490 Primates and Evolution

Spring. 4 credits. Limited to 10 students.

Prerequisite: Anthropology 390 or permission of instructor.

M. F. Small.

This seminar will focus on one current controversy in primatology. Through readings and discussion the issues will be subject to critical evaluation. Current topics might include: social intelligence, primates as predators and prey, primate conversation, sexual selection theory, reproductive success, dominance, etc.

V. Sociocultural Anthropology

[ANTHR 211 Nature and Culture @]

Spring. 4 credits. Not offered 1993-94.]

ANTHR 290 Filming Other Cultures (also Theatre Arts 290) @

Spring. 3 credits. Limited to twenty students. Preference given to students who have taken either Anthropology 102 or Theatre Arts 274. Fee for film screening and maintenance, \$35.

R. Ascher.

Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? Responses to this question are examined through films and related readings, leaving ample time for discussion and the development of a critical vocabulary. The frame of reference includes: film theory, history, criticism, aesthetics and ethics; changing notions of "otherness"; the emergence of a global film culture.

ANTHR 305 Emotion, Gender, and Culture (also Women's Studies 305) @

Fall. 4 credits.

B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) an historical perspective on cross-cultural studies of psychology and cognition. It is appropriate for students majoring in anthropology, women's studies, psychology, cognitive studies, and human development and family studies.

ANTHR 306 Ethnographic Description

Fall. 4 credits.

J. T. Siegel.

This course shows students the nature of ethnography by showing them the practice of ethnographers. The history of anthropology indicates that it is such practice, combined with ideas from outside the discipline, that has produced significant results. Our object of study is "learning at Cornell." We will describe the contexts of learning here. Aspects of life at Cornell that may at first seem peripheral, such as boredom, music, fashion, odors, will be looked at for the role they play in education. The place of money and commodities will also be examined.

[ANTHR 313 Anthropology of the City @
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 314 Applied Anthropology @
Fall. 4 credits. Not offered 1993-94.]

ANTHR 320 Myth, Ritual, and Symbol @
Fall. 4 credits.
J. Fajans.

This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboo, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). It will examine both the roles of specialists (spirit mediums, curers, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

[ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also Women's Studies 321) @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 322 Magic, Myth, Science, and Religion (also Religious Studies 322) @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 323 Kinship and Social Organization @
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 326 Economic Anthropology @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 329 Indigenous Rights, Contemporary Hunter-Gatherers, and the Nation-State @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 380 State, Nation, and Everyday Life
Spring. 4 credits. Not offered 1993-94.]

ANTHR 385 Sex, Morality, and the Law (also Women's Studies 385)
Fall. 4 credits.
E. Povinelli.

This course examines contemporary issues and debates surrounding sexual identities, moralities and their legal standings in Western and non-Western contexts. The course moves from U.S. Senate hearings on censorship and the arts to New Guinean rituals of manhood to the fractious discourse on "the family"—pro and con. Through a cross-cultural perspective, this course seeks to examine the locations and representations of so-called normal, exotic and perverse sexual practices and the role of prescriptive and proscriptive law in regulating social morality. The course asks such questions as: How is the separation between private and public spheres subverted by laws regulating sexual practices? How have various western and nonwestern societies perceived of and regulated the relationships between sexuality, gender, social identity, and power and between public and private forms of sexuality? The course draws on ethnographic and literary sources, film, and theoretical essays. Geographic regions include: the Middle East, Africa, New Guinea, Aboriginal Australia, the U.S., England, and Germany.

[ANTHR 400 The Craft of Anthropology: Ethnographic Field Methods
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 406 The Culture of Lives (also Women's Studies 406) @
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 408 Gender Symbolism (also Women's Studies 408) @
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 417 Person, Gender, and Song (also Women's Studies 416) @
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 424 Anthropology Amongst the Disciplines @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 427 The Anthropology of Everyday Life @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Women's Studies 428) @
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 430 Music and Ritual (also MUSIC 430) @
Fall. 4 credits. Not offered 1993-94.]

ANTHR 436 Language, Culture, and Society @
Fall. 4 credits.
E. Povinelli.

Language is critical to the way people understand and define themselves and their reality and to the way anthropologists describe other peoples. This course examines the social activity of speaking and the importance of the study of language to anthropology. We examine language as a system of signs and structures, as an influence on cultural expression and perception, and as a tool for social cohesion, manipulation, and conflict. We ask questions such as: How do various approaches to the anthropological study of language and speech differ? To what extent does language shape our perceptions of reality, of social groups, of nations?

[ANTHR 440 Health and Healing in Cultural Perspective
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 441/625 Children, Literature, and Society (also Asian Studies 451/625) @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 451 Anthropological Boundaries @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 452 Portraits, Profiles, and Life Histories @
Spring. 4 credits. Not offered 1993-94.]

ANTHR 453 Visual Anthropology
Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited by appropriate space for showing work. S-U grades only. Fee for film screening and maintenance, \$20.
R. Ascher.

The expression of ideas about the human condition through original drawings, graphics, paintings, photographs, cinema, sculpture, and video that take the *person as subject*. Writing can be combined with visual expression, as, for example, in concrete poetry or photographic essays. Projects must conform to two general guidelines: (1) the student must have prior knowledge of the medium chosen or concurrent course work in it, and (2) the project must be one that can be developed throughout the course and benefit from its particular setting. In the first half, the creative

work of others is studied. For example, we read Spiegelman's MAUS and view films made by both anthropologists and the people whom they visit. The second half is devoted to hour-long progress reports and discussions of the work of people in the course.

[ANTHR 455 Theatre of Anthropology @
Spring. 4 credits. Not offered 1993-94.]

ANTHR 460 Culture and International Order
Spring. 4 credits.
J. Borneman.

This course focuses on the interplay of culture, understood in its broadest anthropological sense, with international order. We will examine how different models of linguistic categorization are replicated by and interact with one another at the level of culture and international (or world) system. By bringing together research from different domains that tends to be seen as discrete, this seminar hopes to explore how an anthropological perspective can inform the study of international order, and conversely, how an awareness of transnational and transcultural processes can open up more fruitful areas of anthropological research.

VI. Area Courses

ANTHR 230 Cultures of Native North America @#
Fall. 4 credits.
B. Lambert.

A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

ANTHR 333 Ethnology of the Andean Region @#
Spring. 4 credits.
B. J. Isbell.

Cultural continuities in the development of Andean societies. The ecological, archaeological, ethnohistorical, and contemporary ethnological record. The Andean heritage as a resource for "modernization."

ANTHR 335 Peoples and Cultures of Mainland Southeast Asia @
Spring. 4 credits.
A. T. Kirsch.

A survey of the peoples and cultures of Mainland Southeast Asia from prehistoric to contemporary times.

[ANTHR 336 Peoples and Cultures of the Pacific @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 339 Peoples and Cultures of the Himalayas @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 343 Religion, Family, and Community in China @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 344 Male and Female in Chinese Culture and Society @
Spring. 4 credits. Not offered 1993-94.]

ANTHR 345 Japanese Society @
Fall. 4 credits.
R. J. Smith.

A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics to be emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

[ANTHR 348 Folklore Of India (also Asian Studies 348) @
Fall. 4 credits. Not offered 1993-94.]

ANTHR 350 Topics in the Anthropology of Europe
Spring. 4 credits.
J. Borneman.
This course explores ways in which Europe can and has been studied anthropologically. Emphasis will be on understanding processes of cultural differentiation and integration. The self-understandings of various peoples of Europe is accounted for in terms of the relation of local culture to national, transnational, and global process. Among the topics to be explored: 1) the role of culture in nation-building; 2) the rise and decline of fascism and communism in the twentieth century; 3) Cold War division and everyday life; 4) the creation and displacement of culture areas (i.e., the Mediterranean, Scandinavia, *Mitteleuropa*, Slavic culture, the West, and the East).

[ANTHR 433 Andean Thought and Culture @#
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 443 Religion and Ritual in Chinese Society (also Religious Studies 443) @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 448 Contemporary Approaches To South Asian Anthropology @
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 456 Mesoamerican Religion, Science, and History @#
Fall. 4 credits. Not offered 1993-94.]

ANTHR 477 Ethnology of Island Southeast Asia @
Fall. 4 credits.
S. Shiraishi.

VII. Theory and History of Anthropology

In addition to the courses listed here, Anthropology 390 may also be used to satisfy the theory requirement.

[ANTHR 402 Archaeological Research Design (also Archaeology 402)
Spring. 4 credits. Not offered 1993-94.]

ANTHR 404 Approaches to Archaeology (also Archaeology 404) #
Spring. 4 credits. Prerequisite: permission of instructor.
Staff.

An exploration of the concepts that have shaped modern archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

ANTHR 412 Contemporary Anthropological Theory @
Spring. 4 credits.
B. Lambert.

A survey of the assumptions anthropologists make concerning the nature of society and culture and the explanations they have proposed for social behavior, values, belief systems, and ritual. Problems of social continuity and change will be addressed by way of theories of process, conflict, and transaction. Problems of cross-cultural understanding will be explored through interpretative and structural studies of symbolism, ritual, mythology, concepts of the person, and cultural logic. Examples will be drawn from Western and non-Western societies, past and present.

[ANTHR 414 Anthropology and History
Spring. 4 credits. Not offered 1993-94.]

[ANTHR 420 Development of Anthropological Thought
Spring. 4 credits. Not offered 1993-94.]

ANTHR 426 Ideology and Social Reproduction @
Spring. 4 credits.
P. S. Sangren.
What is the logic of the process that links culture and social institutions? Why do all cultural systems (including "science") embody an element of logical circularity or delusion? How do theories of society, economy, and nature relate to values, authority, power, and legitimacy? Anthropology's comparative perspective on these questions is the focus of this course. Students will read and evaluate analyses of both familiar and exotic societies that focus on the dialectical relationship between ideas and institutions. The course will maintain a critical perspective toward contending theoretical positions (e.g., "structuralist," "Marxist," "deconstructive," etc.), and encourage attention to the ideological dimensions of critical theory itself.

ANTHR 495 Classic Theorists
Fall. 4 credits.
A. T. Kirsch.

This seminar will concentrate on the writings of Freud, Durkheim, and Weber, major figures in the shaping of contemporary social science. In particular, our concern will be how the works of these three classic theorists contributed to the development of holistic anthropological perspectives as well as to a variety of specialized developments such as "culture and personality" studies, "structural-functional" analysis, and "cultural-symbolic" studies.

VIII. Graduate Seminars

600-level courses are open to undergraduates who have fulfilled the prerequisites or by consent of the instructor.

ASIAN 601 Southeast Asia Seminar: To be announced

ASIAN 602 Southeast Asia Seminar: To be announced

[ANTHR 603 Production, Exchange and Value
Fall. 4 credits. Not offered 1993-94.]

ANTHR 607-608 Special Problems in Anthropology
607, fall; 608, spring. Credit to be arranged. Intended for graduate students only.
Hours to be arranged. Staff.

[ANTHR 610 Language of Myth (also Classics 610 and Comparative Literature 615)
Spring. 4 credits. Not offered 1993-94.]

ANTHR 612 History of Anthropological Thought
Spring. 4 credits.
A. T. Kirsch.

Readings in original sources of importance to the development of anthropological thought.

NS 612 Methods of Assessing Physical Growth in Children

[ANTHR 614 Reading in the Ethnographic Tradition (1880-1960)
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 615 Reading Contemporary Ethnographies (1960-1990)
Fall. 4 credits. Not offered 1993-94.]

ANTHR 616 The Cultural Production of the Person
Fall. 4 credits.
J. Fajans/P.S. Sangren.

The course will address the interdisciplinary nature of the relations between the person and both culture and society. Focusing on the integration of theories of the actor with models of cultural forms and social interaction, the aim will be to develop an understanding of the processes and activities that simultaneously produce the cultural subject, the culture, and the society.

ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia
Fall. 4 credits.
A. T. Kirsch.

This seminar will examine the various conceptual and analytical strategies employed by social scientists in the study of Buddhism especially in South and Southeast Asia. Problems of religious complexity, the social correlates of Buddhism, and the role of Buddhism in social change will be explored.

ANTHR 620 Participatory Action Research: Anthropological Perspectives
Fall. 4 credits. Enrollment is limited to 15.
D. J. Greenwood.

A graduate seminar focused on the variety of approaches to participatory action research (PAR), among them the "Northern" and "Southern" PAR approaches, action research, action science, reflective practice, and/or others to be determined by the seminar members. During the semester, the seminar will become a self-managing organization to learn about PAR processes through direct experience. Because the seminar requires the presence of diverse disciplines and experiences, students, including advanced undergraduates, from any field are welcome.

[ANTHR 621 Gender and Culture (also Women's Studies 621)
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 625/441 Children, Literature, and Society (also Asian Studies 625/451)
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 626 Problems in Economic Anthropology
Fall. 4 credits. Not offered 1993-94.]

[ANTHR 627 Seminar in Ethnobotany: To be announced (also Biological Sciences)
Fall. 4 credits. Not offered 1993-94.]

ANTHR 628 Political Anthropology

Fall. 4 credits. A reading knowledge of Indonesian is required.

J. T. Siegel.

A comparison of political rhetoric in the Indonesian Old and New Orders. The bearing of such phenomena as newspapers, magazines, television, and various types of theater, music, and fiction on the shaping of accommodation or opposition to the political order will be examined. A reading knowledge of Indonesian is required.

[ANTHR 630 The Philosophy of Money (also Romance Studies 630)]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 631 Kingship and Cultural Identity in Mesoamerica: Interpretive and Comparative Issues]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 632 Andean Symbolism]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 633 Andean Research]

Fall or spring. 4 credits. Not offered 1993-94.]

ANTHR 634-635 Southeast Asia: Readings in Special Problems

634, fall; 635, spring. Credit to be arranged. Hours to be arranged. Staff.

[ANTHR 636 Cognition and Classification]

Fall. 4 credits. Not offered 1993-94.]

ANTHR 637 Anthropological Perspectives on Human Rights, Democracy, and Violence in Latin America

Spring. 4 credits.

B. J. Isbell.

The last two decades have seen an increase in democratic regimes in Latin America while at the same time human rights abuses and political violence have risen to alarming proportions. This graduate seminar will begin with an overview of these contradictory political processes in Latin America. A comparison of two countries with large indigenous populations, Peru and Guatemala, will facilitate examination of the widespread claim that ethnocide is being committed in these two "new" democracies. Graduate students may choose from a wide range of topics for research.

ANTHR 640-641 South Asia: Readings in Special Problems

640, fall; 641, spring. Credit to be arranged. Hours to be arranged. D. H. Holmberg, K. S. March.

Selected readings in society, religion, and culture in South Asia.

ANTHR 645 Japanese Ethnology

Fall. 4 credits.

Hours to be arranged. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations. A reading knowledge of Japanese is strongly recommended.

[ANTHR 648 Marriage and Death]

Fall. 4 credits. Not offered 1993-94.]

ANTHR 649 Narrative and the Analysis of Culture

Fall. 4 credits.

J. Borneman.

The purpose of the course is to acquaint students with narrative form and the use of narrative tools in the analysis of cultural artifacts. Narrative—a specific set of genres of discourse sharing the property of temporally sequenced clauses—is the subject of much research within many disciplines. Narrative is often said to fashion diverse human experiences into a form assimilable to structures of meaning that are generally human rather than culture-specific. By making personal knowledge communicable, narrative is intrinsic to the making of culture, its representation, and its comprehension. Participants will be introduced to the work of major narrative theorists and to attempts at applying narrative theory to culture. They will also be asked to examine critically a variety of cultural artifacts—including ethnography, performance art, film/video, and law—in terms of the theories discussed.

[ANTHR 651 Anthropological Boundaries: Seminar on Film]

Spring. 4 credits. Not offered 1993-94.]

ANTHR 653 Myth onto Film (also Theatre Arts 653)

Fall. 4 credits. Enrollment limited by available studio space and equipment.

Prerequisite: some knowledge of one of the following: anthropology, filmmaking, mythology, graphics, drawing, or painting.

Open to undergraduates and graduate students with permission of instructor. Fee for film screening and maintenance, \$50.

R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation and there is background reading on the particular myth that is committed to film.

[ANTHR 656 Maya History]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 663 Hunters, Gatherers, and the Origins Of American Agriculture]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 664 Problems in Archaeology: "Early Man" in America (also Archaeology 664)]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 665 Native American Contributions to Anthropological Thought]

Spring. 4 credits. Not offered 1993-94.]

[ANTHR 666 The Discovery of America]

Fall. 4 credits. Not offered 1993-94.]

[ANTHR 673 Human Evolution: Concepts, History and Theory (also Biological Sciences 673)]

Fall. 3 credits. Not offered 1993-94.]

R SOC 723 Social Movements in Agrarian Society

ARABIC AND ARAMAIC

See Department of Near Eastern Studies.

ARCHAEOLOGY

S. Baugher (city and regional planning), A. L. Bloom (geological sciences), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics), D. Evett (Language House Program), R. T. Farrell (English), J. S. Henderson (anthropology), P. I. Kuniholm (history of art), T. F. Lynch (anthropology), D. I. Owen (Near Eastern Studies), A. Ramage (history of art), S. Saraydar (Arts and Sciences), B. S. Strauss (history), T. P. Volman (archaeology; director of undergraduate studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take an additional 32 credits from the courses listed below, selected in consultation with major advisers of their choosing. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of categories B-E.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology should take at least two of the basic courses in each category. Further courses in languages and in geology are also recommended.

Honors. Honors in archaeology is awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have a 3.5 grade point in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481, fall; 482, spring for this purpose.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or

her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete Archaeology 100 with a grade of C or better and at least four advanced courses in archaeology, distributed among the three groups stipulated in (1) in the description of the major above. Concentrators are eligible for Hirsch Scholarships in support of fieldwork.

Freshman Writing Seminars

For course descriptions, see the freshman writing seminar brochure.

A. Introductory Courses and Independent Study Courses

ARKEO 100 Introduction to Archaeology

Spring. 3 credits.
Staff.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies illustrate current methods and interpretive frameworks. Guest lectures by members of the Cornell Archaeology Program are an integral part of the course.

[ARKEO 101 Introduction to Archaeology, Section

Spring. 1 credit. Limited to 35 students. Optional section to be taken concurrently with Archaeology 100. Prospective archaeology majors are encouraged to participate in this section, although it is open to all interested students. Not offered 1993–94. A series of practical and special topics. The section includes analysis of archaeological materials, demonstrations, and visits to campus facilities.]

ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit to be arranged. Prerequisite: Archaeology 100 or permission of instructor.

Hours to be arranged. Staff. Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481–482 Honors Thesis

481, fall; 482, spring. 4 credits. Prerequisite: admission to Honors Program.

Hours to be arranged. Staff. The student, under faculty direction, will prepare a senior thesis.

ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits.

Hours to be arranged. Staff. Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681–682 Master's Thesis

681, fall; 682, spring. 4 (V) credits. Limited to students admitted to Master's Program in Archaeology.

Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

B. Theory and Interdisciplinary Approaches

ARKEO 202 Interpretive Archaeology (also Anthropology 202)

Fall. 3 credits. Limited to 60 students.

T. P. Volman.

An introduction to the analysis and interpretation of archaeological data, especially stone and ceramic artifacts, and related contextual data, such as the remains of plants and animals. Emphasis is on the use of archaeological data to answer questions about ancient human behaviors, lifeways, and culture change. Topics include the formation of the archaeological record, the characterization and classification of artifacts, and the analysis of artifact distributions through space and over time. Section meetings include demonstrations, visits to campus facilities, and analyses of artifacts from Cornell archaeological collections.

ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)

Spring. 3 credits. Basic.

T. P. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

[ARKEO 204 Ancient Civilizations (also Anthropology 204) @#

Spring. 3 credits. Basic. Not offered 1993–94.

J. S. Henderson.]

ARKEO 317 Stone Age Archaeology (also Anthropology 317)

Spring. 4 credits.

T. P. Volman.

A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.

ARKEO 404 Approaches to Archaeology (also Anthropology 404)

Spring. 4 credits. Basic. Prerequisite: permission of instructor.

Staff.

An exploration of the concepts that have shaped modern archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An

undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

[ARKEO 494 Seminar in Archaeology: The State (also Anthropology 494) @#

Spring. 4 credits. Not offered 1993–94.
J. S. Henderson.]

[ANTHR 663 Hunters, Gatherers, and the Origins of American Agriculture

Spring. 4 credits. Prerequisite: Anthropology 356. Open to qualified undergraduates. Not offered 1993–94.

T. F. Lynch.]

CRP 261 Urban Archaeology

Fall. 3 credits.

S. Baugher.

For description, see City and Regional Planning.

[CRP 569 Archaeology in Historic Preservation Planning

Spring. 3 credits. Not offered 1993–94.
S. Baugher.]

C. Old World Archaeology

[ARKEO 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and History of Art 221)

Fall. 3 credits. Basic. Students may not obtain credit for both this course and Classics 319. Not offered 1993–94.

J. Coleman.]

[ARKEO 232 Archaeology in Action I (also History of Art 224 and Classics 232)

Fall. 3 credits. Prerequisite: permission of instructor. Not offered Fall 1993.

P. I. Kuniholm.]

[ARKEO 233 Archaeology in Action II (also History of Art 225 and Classics 233)

Spring. 3 credits. Prerequisite: permission of instructor. Not offered Spring 1994.

P. I. Kuniholm.]

[ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263 and Jewish Studies 263)

Spring. 3 credits. Not offered 1993–94.
D. I. Owen.]

ARKEO 275 Ancient Seafaring (also Near Eastern Studies 261)

Spring. 3 credits.

D. I. Owen.

A survey of the history and development of archaeology under the sea. The role of nautical technology and seafaring among the maritime peoples of the ancient Mediterranean world—Canaanites, Minoans, Mycenaeans, Phoenicians, Hebrews, Greeks, and Romans—as well as the riverine cultures of Mesopotamia and Egypt. Evidence for maritime trade, economics, exploration and colonization, and the role of the sea in religion and mythology are discussed.

[ARKEO 320/620 An Introduction to Early Medieval Archaeology and Culture (also English 311/603)

Spring. 4 credits. To be offered alternate years. Not offered 1993–94.

R. T. Farrell.

This course will cover the period 400–1100, with England and Ireland as the center of interest. Topics include the transition from late classical to medieval, the complex cultural

relations between England, Ireland, the continent, and the northern world, and the relationships between documentary and artifactual evidence. The major written texts will be the *Tain*, *Beowulf*, and Bede's ecclesiastical history. Students will be urged to follow their interests in oral reports and brief research papers. Those taking the course for graduate credit will be expected to engage in a significant research effort. This need not be an end-term paper, but rather a series of short reports in the course of the term. Permission of instructor required for registration.]

[ARKEO 432 Sardinia and the Cities of Asia Minor (History of Art 432 and Classics 432) @#]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.
A. Ramage.]

ARKEO 434 The Rise of Classical Greece (also History of Art 434 and Classics 434) #

Spring. 4 credits. Recommended: Classics 220 or 221 or History of Art 220 or 221 preferred.

P. I. Kuniholm.

For description, see History of Art.

ARKEO 629 Eastern Mediterranean Prehistory (also Classics 629) @#

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor.

J. Coleman.

A seminar on the "neolithic revolution" in the Near East, which will focus on the Palaeolithic background to, and the gradual evolution of, a settled way of life in the Near East (Iraq/Iran, the Levant, Anatolia, Cyprus, and Greece) after the end of the last Ice Age. Emphasis will be on the social aspects of the domestication of plants and animals and the establishment of the earliest villages and towns. Topics will include village organization, religion, gender roles, and the development of specialized crafts.

[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267)]

Fall. 3 credits. Basic. Not offered 1993-94; next offered 1994-95.

J. Coleman.]

[CLASS 322 Greeks and Their Neighbors (also History of Art 328) #]

Fall. 4 credits. Prerequisite: Classics/History of Art 328; Classics/History of Art 220 or Archaeology/Classics/History of Art 221, or permission of instructor. Not offered 1993-94.
J. Coleman.]

CLASS 326 Greek Cities and Towns (also History of Art 326) #

Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220.

J. Coleman.

For description, see Classics.

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333)]

Spring. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1993-94; next offered 1994-95.

K. Clinton.]

[CLASS 630 Seminar in Classical Greek Archaeology: Graduate]

Fall. 4 credits. Not offered 1993-94.]

ART H 220 The History of the Classical World (also Classics 220)

Spring. 3 credits. Basic.

A. Ramage.

For description, see History of Art.

[ART H 320 Arts and Monuments of Athens (also Classics 320) #]

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1993-94.

A. Ramage.]

ART H 322 Arts of the Roman Empire (also Classics 350)

Fall. 4 credits. Prerequisite: History of Art 220 or permission of instructor.

A. Ramage.

For description, see History of Art.

[ART H 325 Greek Vase Painting (also Classics 325) #]

Spring. 4 credits. Prerequisite: previous enrollment in a History of Art or Classics course or permission of instructor. Not offered 1993-94.

A. Ramage.]

ART H 327 Greek and Roman Coins (also Classics 327) #

Spring. 4 credits. Prerequisite: History of Art 220 or permission of instructor.

A. Ramage.

For description, see History of Art.

[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

A. Ramage.]

[NES 243 The History and Archaeology of Ancient Israel to 450 B.C.E. @#]

Spring. 4 credits. Basic. Recommended for students planning to participate in Near Eastern Studies 364, Introduction to Field Archaeology in Israel. Not offered 1993-94.

D. I. Owen.]

[NES 264 Agriculture and Society in the Ancient Near East @#]

Spring. 3 credits. Not offered 1993-94.

D. I. Owen.]

[NES 367 History and Archaeology of Ancient Egypt @#]

Fall. 4 credits. Basic. Not offered 1993-94.

D. I. Owen.]

D. New World Archaeology

[ARKEO 493 Seminar in Archaeology: The Aztecs (also Anthropology 493) @#]

Fall. 4 credits. Not offered 1993-94.

J. S. Henderson.]

[ARKEO 664 Problems in Archaeology: "Early Man" in America (also Anthropology 664)]

Fall. 4 credits. Prerequisite: Anthropology 354. Open to qualified undergraduates. Not offered 1993-94.

T. F. Lynch.]

[ANTHR 354 The Peopling of America]

Fall. 4 credits. Basic. Not offered 1993-94.

T. F. Lynch.]

[ANTHR 355 Ancient Mexico and Central America @#]

Spring. 4 credits. Basic. Not offered 1993-94.

J. S. Henderson.]

[ANTHR 356 The Archaeology of South America @#]

Spring. 4 credits. Basic. Not offered 1993-94.

T. F. Lynch.]

[ANTHR 456 Mesoamerican Religion, Science, and History @#]

Fall. 4 credits. Not offered 1993-94.

J. S. Henderson.]

[ANTHR 656 Maya History]

Fall. 4 credits. Not offered 1993-94.

J. S. Henderson.]

[ANTHR 666 The Discovery of America]

Fall. 4 credits. Not offered 1993-94.

T. F. Lynch.]

CRP 360/666 Pre-Industrial Cities and Towns of North America

Fall. 3 credits.

S. Baugher.

For description, see City and Regional Planning.

E. Methodology and Technology

ARKEO 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, English 285, Art 372, and NS&E 285)

Spring. 3 credits.

3 lecs. Staff.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. Archaeological artifacts, works of art, and rare books will be discussed with focus on historical and technical aspects of their creation and on their analysis by modern methods including microscopic, infra-red, and x-ray examination and by nuclear techniques such as carbon dating and compositional analysis using neutrons and charged particles. Scientific concepts underlying the methods will be discussed. Isotopic composition and/or radiographic images are used to identify pigments, inks, clays, etc; to deduce geographic origins; to date and authenticate objects; and to study their creator's techniques.

ARKEO 308 Dendrochronology of the Aegean (also History of Art 309 and Classics 309)

Fall and spring. 4 credits. Limited to 10 students. Prerequisites: Archaeology 100 or Classics 220, and permission of instructor.

P. I. Kuniholm.

For description, see History of Art.

ARKEO 352 Fieldwork in Local Archaeology (also Archaeology 652) @#

Fall. 3 credits.

S. Baugher.

This course covers both fieldwork and laboratory techniques in North American archaeology. Students examine American Indian, Euro-American, and African American cultures. Hands-on technical experiences are provided in excavating sites; cataloging artifacts; and reconstructing broken objects uncovered during fieldwork.

[ARKEO 356 Practical Archaeology (also Classics 356)]

Spring. 4 credits. Basic. Prerequisite: one course in archaeology. Not offered 1993-94.

J. Coleman.]

ARKEO 370 Environmental Archaeology (also Archaeology 670 and Anthropology 370 and 670)

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor.

T. P. Volman.

A survey of selected topics in paleoenvironmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. The course ranges broadly from a general consideration of human ecology and the role of environment in culture change to detailed study of specific techniques and approaches.

[ARKEO 402 Archaeology Research Design (also Anthropology 402)]

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 1993-94.

J. S. Henderson, T. P. Volman.

Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. This course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

ARKEO 423 Ceramics (also History of Art 423 and Classics 423)

Fall. 4 credits. Prerequisite: permission of instructor.

A. Ramage.

For description, see History of Art.

ARKEO 601 Colloquium on Analytic Methods in Archaeology

Fall. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor.

Coordinated by John E. Coleman.

Faculty members of the Program in Archaeology and invited speakers will present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

ARKEO 670 Environmental Archaeology (also Archaeology 370 and Anthropology 370 and 670)

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor.

T. P. Volman.

For description, see Archaeology 370.

ANTHR 371 Human Paleontology (also Biological Sciences 371)

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor.

K. A. R. Kennedy.

For description, see Biological Sciences.

[ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)]

Spring. 5 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1993-94.

K. A. R. Kennedy.]

[ANTHR 673 Human Evolution: Concepts, History and Theory (also Biological Sciences 673)]

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1993-94.

K. A. R. Kennedy.]

GEOL 441 Geomorphology

Fall. 3 credits. Prerequisites: Geological Sciences 102 or 201, or permission of instructor.

F. Nelson.

For description, see Geological Sciences.

GEOL 442 Glacial and Quaternary Geology

Spring. 3 credits. Prerequisite: Geological Sciences 441 or permission of instructor. Offered alternate years.

A. L. Bloom.

For description, see Geological Sciences.

ASIAN AMERICAN STUDIES

See Special Programs and Interdisciplinary Studies.

ASIAN STUDIES

D. R. McCann, chair (388 Rockefeller Hall, 255-5095); S. Akiba, B. R. Anderson, J. Badgley, R. Barker, M. G. Bernal, K. Brazell, T. Chaloeintiarana, S. Cochran, J. Cody, R. D. Colle, E. W. Coward, Jr., B. de Bary, G. Diffloth, E. C. Erickson, S. Feldman, G. Fields, J. W. Gair, M. D. Glock, D. Gold, E. M. Gunn, M. Hatch, D. Holmberg, J. Jasanoff, M. Katzenstein, K. A. R. Kennedy, A. T. Kirsch, J. V. Koschmann, J. M. Law, L. C. Lee, T. Lyons, J. McRae, B. G. MacDougall, K. March, T. L. Mei, G. M. Messing, C. Minkowski, S. Mohanty, V. Nee, S. J. O'Connor, C. A. Peterson, J. R. Piggot, T. Poleman, M. Rebeck, N. Sakai, P. S. Sangren, C. L. Shih, T. Shiraishi, V. Shue, J. T. Siegel, R. J. Smith, K. Taylor, N. Uphoff, J. Wheatley, C. White, J. Whitman, J. U. Wolff, D. Wyatt, M. W. Young

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

The Major

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian

Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major.

A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asia Studies by completing at least 18 credits of course work, including Asian Studies 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asia studies by completing 15 credits of course work. A recommended plan would include Asian Studies 208 and three courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asia studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; and Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Distribution Requirement for Nonmajors

Humanities: any two courses in Asian art, literature, or religion given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside

the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area or by taking AS 208, 211, 212, 215, or 218, either using two of these courses as a sequence or by following one with a course in the humanities in that area.

Social Sciences: any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area or by taking AS 208, 211, 212, 215, or 218, followed by a social science course in that area.

History: any two courses in Asian history given by the Department of History and listed under the Department of Asian Studies under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area or by taking AS 208, 211, 212, 215, or 218, followed by a history course in that area.

Honors. To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian Studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or Asian Studies 401. Students of China and Japan must also complete Asian Studies 611 or 612, respectively. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program, the Full-Year Asian Language Concentration (FALCON). FALCON students spend six hours a day, five days a week, for periods of up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, students should contact the FALCON Program Office, Department of Modern Languages and Linguistics, 203 Morrill Hall (telephone: 607/255-6457).

Study Abroad

Cornell is a member of the Inter-University Centers for Chinese Language Study in Taipei and for Japanese Language Study in Yokohama and a member of the Council on International Educational Exchange offering study in China. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who want to spend a year in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil. The Intercollegiate Sri Lanka Education program (ISLE) offers an undergraduate curriculum in Sinhala, Buddhist studies, and the culture and civilization of Sri Lanka, at Peradeniya University in Kandy. Cornell also offers study abroad opportunities in South Asian studies at the School of Oriental and African Studies at the University of London. For further details, contact the South Asia Program office, 170 Uris Hall (telephone: 607/255-8923).

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari Languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (274 Uris) for further information.

Cornell Abroad offers a one-semester program at the University of Xiamen in Fujian Province, China. Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Thailand and Vietnam. Undergraduates should consult the Cornell Abroad Program; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

General Education Courses

ASIAN 208 Introduction to Southeast Asia @

Spring. 3 credits.

T. Chaloeitirana and L. Stifel.

This course is for anyone curious about the part of Asia with the most diversity; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students will find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, business and marketing. The course aims to teach both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan @

Fall. 3 credits.

K. Brazell.

An interdisciplinary introduction to Japanese society and its history especially designed for students not majoring in Asian Studies. The first part of the course focuses on the historical changes in Japanese society from the eighth century down to the nineteenth century; the second part analyzes modern society from a variety of perspectives. It also addresses the question of how Japan is represented in the U.S. mass media. Guest lecturers from five or six different fields offer their opinions on Japanese history, culture, and politics.

ASIAN 212 Introduction to China @

Spring. 3 credits (4 credits with a special project; consult instructor for information).

E. Gunn.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian studies.

ASIAN 215 Introduction to South Asian Civilization @

Fall. 3 credits (with a special project; consult instructor for information).

C. Minkowski.

An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers will provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

ASIAN 218 Introduction to Korea @

Spring. 3 credits. Weekly lecture and discussion meetings. Course enrollment limited to 25.

D. McCann.

A multidisciplinary introduction to Korean history and culture, including language, literature, art, and music. The course begins with an overview of Korean history from the Three Kingdoms Period to the present. The course then focuses on major events in twentieth-century Korean history: The March 1, 1919 Independence Movement, the Korean War, the 1960 Student Revolution, the 1980 Kwangju Massacre, or others. Visiting lecturers will speak about Korea from a variety of disciplinary viewpoints, including linguistics, sociology, anthropology, political science, and law.

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

ASIAN 250 Introduction to Asian Religions (also Religious Studies 250) @#

Spring. 3 credits.

J. McRae.

A survey of the major religious traditions of India, China, and Japan, focusing on Vedic ritual and Brahmanical Hinduism; Indian, Chinese, and Japanese Buddhism; the native Chinese traditions of Confucianism and Taoism; and Shinto, Confucianism, and the new religions in Japan. Emphasis will be on the great traditions of these cultures, with frequent reference to the differing realms of popular religions.

ASIAN 310 Pre-Modern Korean Culture and Literature

Fall. 4 credits. Offered alternate years.

D. McCann.

Pre-Modern Korean literature and its social/historical background. Readings in English translation of Korean stories, novels, court diaries, poems, legends, and tales from the seventh to the early twentieth centuries. We will examine how their materials directly or indirectly dealt with the issues and events of their day; how they re-articulated the structures and dynamics of change in Pre-Modern Korea; and how their themes and characters continue to have significance in Korea today.

[ASIAN 311 Modern Korean Culture and Literature

Spring. 4 credits. Offered alternate years.

Not offered 1993–94.

D. McCann.]

[ASIAN 313 The Japanese Film (also Theatre Arts 313 and Comparative Literature 313) @

Spring. 4 credits. Not offered 1993–94.

B. de Bary.]

[ASIAN 338 Democracy and War

Spring. 4 credits. Not offered 1993–94; next offered 1994–95.

D. McCann and B. Strauss.]

[ASIAN 348 Folklore of India (also Anthropology 348) @

Fall. 4 credits. Not offered 1993–94.

An examination of styles, performative contexts, and cultural meanings of India's rich and diverse oral traditions.]

ASIAN 351 The Religious Traditions of India (also Religious Studies 351) @#

Fall. 4 credits.

D. Gold.

A study of the relationships between the main currents of Indian religion. The course will first focus on the Hindu tradition and its holistic worldview within the context of the caste system. It will then describe the rise of Jainism and Theravada and Mahayana Buddhism, as well as Hindu and Buddhist Tantrism, as religious phenomena reflecting the emergence of individualism.

ASIAN 354 Indian Buddhism (also Religious Studies 354) @#

Spring. 4 credits.

C. Minkowski.

A survey of the Buddhist tradition in India from the life of the Buddha through the

formation of the early schools to the development of the Mahayana and the emergence of tantric Buddhism. Topics to be considered will include the Buddhist considerations of human suffering and spiritual liberation, the nature of reality and human understanding, and the importance of compassion and emptiness. Attention will be paid to the institutional identity and social function of the Buddhist movements in classical India.

ASIAN 355 Japanese Religions (also Religious Studies 355) @

Spring. 4 credits.

J. M. Law.

This course is an exploration of major themes in Japanese religion through a focus on the category of religious practice. After an overview of the major sources of Japanese religion, we look at the dominant understanding of sacrality and the human soul. With the syncretic interaction between Shinto and Buddhism as our foundation, we will study four dynamic themes that express aspects of Japanese religious practice: 1) ritual purity and pollution, 2) the concept of *matsuri* (festival) and *giri* (rite), 3) the concept of *shugyo* (cultivation) as expressed in asceticism, pilgrimage, and aesthetic discipline, and 4) religious understandings of the human body, expressed in healing rituals.

ASIAN 357 Chinese Religions (also Religious Studies 357) @#

Fall. 4 credits.

J. McRae.

A survey of Chinese religious concepts and practices. Traditions of Confucianism, Taoism, and Buddhism, as well as folk religious practices, will be explored using historical and phenomenological approaches. Classical texts and scriptures in translation, lives of exemplary masters, and interrelationships of religion and culture.

[ASIAN 358 Chinese Buddhism (also Religious Studies 358) @#

Fall. 4 credits. Not offered 1993–94.]

[ASIAN 359 Japanese Buddhism (also Religious Studies 359) @#

Spring. 4 credits. Not offered 1993–94.

J. M. Law.]

ASIAN 363 Buddhism Exemplified @

Fall. 4 credits.

K. Tiyanich.

Buddhism ought to be studied not only from a theoretical perspective, through studying the words of the Buddha, but from a practical point of view, through examination of the lives of Buddhist teachers. The chief reason for studying the autobiographies and biographies of great Buddhist teachers of various cultural backgrounds is to understand how the dharma (the doctrine) manifested itself in their everyday lives.

This course is designed to provide students with an introduction to the Buddhist way of life and the Buddha's teachings as exemplified in the lives of his disciples. Students will first compare two different accounts of the life of Gotama, the Buddha, and then read and compare the biographies and/or autobiographies of later meditation teachers, men and women who were considered great teachers and exemplary Buddhists.

ASIAN 364 The Search for Asian Teachers @

Spring. 4 credits.

K. Tiyanich.

In earlier times a monk or nun would walk great distances to find the right meditation teacher. The modern counterpart of these Asian wandering monks and nuns are those Western Buddhists who have wandered into Asia in search of teachers. Western Buddhists making the journey to Asia are not unlike scores of Asian monks of the past who wandered in search of teachers and struggled with meditation. Accounts written in English by Western Buddhists are especially useful because they describe, in a familiar idiom, Asian teachings that are often expressed through idiomatic expressions and metaphors that may seem abstract or obscure, especially to students who know little about Buddhism or meditation.

This course introduces students to various Asian schools of meditation through the writings of Western practitioners. The assigned readings describe the personal experiences of Westerners, female as well as male, who went to various parts of Asia to study under meditation teachers.

ASIAN 371 Chinese Philosophical Literature @#

Spring. 4 credits.

T. L. Mei.

Readings in English translation of Confucian, Taoist, and Buddhist works.

ASIAN 373 Twentieth-Century Chinese Literature @

Fall. 4 credits.

Staff.

A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.

[ASIAN 374 Chinese Narrative Literature @#

Spring. 4 credits. Not offered 1993–94.

Staff.]

[ASIAN 375 Japanese Poetry and Poetic Prose @#

Spring. 4 credits. Alternates with Asian Studies 377. Not offered 1993–94. Next

offered 1994–95.

K. Brazell.]

[ASIAN 376 Modern Japanese Literature: From Meiji through the Pacific War @

Fall. 4 credits. Not offered 1993–94.

B. de Bary.]

ASIAN 377 Japanese Narrative Literature @#

Spring. 4 credits. Alternates with AS 375.

N. Sakai.

A study in English translation of major narratives from the eighth to the eighteenth century. Subject matter will include novelistic narratives like *The Tale of Genji*, biographical stories, poem tales, war tales, and popular stories.

ASIAN 378 The Postwar and the Postmodern in Japanese Literature @

Fall. 4 credits. Alternates with Asian Studies 375.

N. Sakai.

The course will examine narrative, poetry, and drama produced in Japan from 1945 to the present, with special attention to the transition from "postwar" to "postmodernity" as

organizing categories of literary discourse. Topics will include the early postwar debate on subjectivity and the I-novel, the writers of Hiroshima and Nagasaki, the critique of "the modern" in avant-garde movements such as the Red and Black Tent theatres, popular literature (cartoons, "light" literature) and the emergence of Japan as a high-level consumer society in the 1980s, literature and sexual politics, and science fiction as cultural criticism.

[ASIAN 380 Vietnamese Literature in Translation @#

Spring. 4 credits. Not offered 1993-94.
K. Taylor.

This is a survey of Vietnamese literature in translation from the tenth century to the present. Attention will be given to different ways of reading this literature. Format will be primarily readings and discussions with some lecture-style presentations.]

[ASIAN 385 Cultural History of Vietnam @#

Fall. 4 credits. Not offered 1993-94.
K. Taylor.

Cultural survey of Vietnamese historical experience from ancient to contemporary times. Major themes are relations with China; internal, political, social, and intellectual development; Buddhism, Confucianism, and Marxist-Leninism as ruling-class ideologies; southward expansion; military tradition; discontinuities introduced by French colonialism; modern nationalism and the making of a revolution; wars of decolonization; and the efforts of Vietnamese to establish a place for their nation in the modern world. This course will fulfill a humanities distribution requirement.]

ASIAN 390 Comparative Sanskrit Myth and Epic (also Classics 390) @#

Fall. 4 credits.
C. Minkowski.

Readings in translation from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*, and from the main cycles of the *Puranas*, the Sanskrit mythological literature. Special attention will be given to parallels and comparisons with Greek myth and epic, especially Homer and Hesiod. Classics 236 or 238 would be useful as background, but not presupposed.

[ASIAN 391 Classical Indian Narrative (also Classics 391) @#

Fall. 4 credits. Not offered 1993-94; next offered 1994-95.
C. Minkowski.]

[ASIAN 393 Images of Humanity in Medieval China (also History 393) @#

Fall. 4 credits. Not offered 1993-94.
Staff.]

[ASIAN 395 Classical Indian Philosophical Systems (also Classics 395, also Religious Studies 395) @#

Spring. 4 credits. Some background in philosophy or in classical culture is desirable, but not required. Not offered 1993-94; next offered 1994-95.
C. Minkowski.]

ASIAN 410 Chinese Performing Arts @

Spring. 4 credits.
Hours to be arranged. E. M. Gunn.
The course will survey drama, music theater, and film in twentieth-century China. Some material will require knowledge of Chinese.

ASIAN 414 Literature and Society

Spring. 4 credits.
Staff.
An advanced undergraduate course designed for team teaching by China specialists discussing texts from several fields (such as history, religion, economics, city planning and architecture, and literature) and exploring the ways they have created discourses on China. Students should have sufficient prior knowledge of China to permit their contributing to this comparative discussion. Courses such as *Introduction to China* or more specialized courses within disciplines will count as prerequisites.

ASIAN 417 Legacy of the Cultural Revolution @

Fall. 4 credits.
Staff.
The aim of the course is to discuss central currents in recent Chinese social history through the lens of literature, so as to develop understanding of both the historical events and the ways in which Chinese intellectuals try to come to grips with them.

[ASIAN 421 Religious Reflections on the Human Body (also Religious Studies 421) @

Fall. 4 credits. Not offered 1993-94.
J. M. Law.]

[ASIAN 440 Meditation Schools of East Asian Buddhism (also Religious Studies 440) @#

Spring. 4 credits. Prerequisite: ASIAN 250 or equivalent. Not offered 1993-94.
Time to be arranged. J. McRae.]

ASIAN 441 Mahayana Buddhism @#

Fall. 4 credits.
J. McRae.
By reading successive examples of Mahayana Buddhist literature, we will study the formation and evolution of the ideal of the bodhisattva; the understanding of transcendental wisdom and the concept of emptiness; and the workings of both the conscious and subconscious mind in the course of spiritual practice. We will include discussion of major philosophical schools, as well as issues of social setting and popular religious practice, in both India and East Asia.

[ASIAN 449 History and Methods of the Academic Study of Religion (also Religious Studies 449) @#

Fall. 4 credits. Prerequisite: one course satisfying the Religious Studies major. Not offered 1993-94.
J. M. Law.]

ASIAN 451/625 Children, Literature, and Society @

Spring. 4 credits.
S. Shiraishi.
This course explores the world of children and consists of three parts: (1) Children in Anthropological Studies; (2) Representations of Childhood; and (3) School and Cultural Politics. The basic underlying question behind all three approaches is how and what we, who have all once been children, can learn from children after removing the layers of adult conceptions of childhood. If "tradition" prescribes our present life, the "future" which children symbolize has the potentiality to open up the restrictions imposed on current society. Emphasis will be placed on case studies of Indonesia, other Southeast Asian countries, and Japan, but the

scope will extend to immigrants' experiences as well.

ASIAN 460 Indian Meditation Texts (also Religious Studies 460) @#

Spring. 4 credits.
D. Gold.
Since texts that record visionary experience, prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world-civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassed, sometimes reverent silence. In this course we will draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: In what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings will be drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.

ASIAN 470 The Japanese Noh Theater and Modern Dramatists (also Comparative Literature 470) @

Fall. 4 credits. Alternates with ASIAN 471.
K. Brazell.
Several weeks will be spent studying the literary, performance, and aesthetic aspects of the noh theater. Emphasis will be on noh as a performance system, a total theater in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theater people who have reacted to noh in some creative way. Choice of dramatists will depend partly on student interests but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.

[ASIAN 471 Japanese Theatre (also Theatre Arts 471) @#

Fall. 4 credits. Alternates with ASIAN 470. Not offered 1993-94.
K. Brazell.]

ASIAN 475 Modernization and the Korean Family (also HSS 490 sec 30) @

Fall. 3 credits.
D. McCann and J. Mueller.
What does "modernization" mean, and how does it interact with "tradition"? Are the two concepts incompatible? Opposites? What uses does modernization have for tradition? How can tradition use or incorporate "modern" techniques, attitudes, media, or other elements?
The course examines these questions through an exploration of the issues and opportunities surrounding Korean families that have moved to the United States. A course segment on current work in the assessment of values will provide a theoretical framework for readings in Korean literature, traditional and modern. We will explore topics such as Korean family structure and family values, gender roles, medical practices, and how these may have changed. Classroom discussions will prepare

for the development and field testing of a questionnaire on these issues. Final reports will consider the results of the questionnaire as well as the field experience.

[ASIAN 481 Translation and Identities @
Fall. 4 credits. Not offered 1993–94.
N. Sakai.]

[ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @
Spring. 3 credits. Not offered 1993–94.
N. Sakai.]

[ASIAN 491 Japanese Studies: The Formation of the Field (also History 491)

Spring. 4 credits. Prerequisite: at least one course in Japanese history or literature. Not offered 1993–94.

N. Sakai and V. Koschmann.]

[ASIAN 496 Tokugawa Literature and Thought @#

Spring. 4 credits. Not offered 1993–94.
N. Sakai.]

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the graduate faculty representative.

ASIAN 601 Southeast Asia Seminar: Malaysia

Fall. 4 credits.
J. Sundaram.

ASIAN 602 Southeast Asia Seminar: Philippines

Spring. 4 credits.
J. Sundaram.

[ASIAN 604 Southeast Asia Seminar
Not offered 1993–94.]

ASIAN 605–606 Master of Arts Seminar in East Asian Studies

605, fall; 606, spring. 2–4 credits.
Hours to be arranged. Staff.

ASIAN 607–608 The Plural Society Revisited (also Government 653)

Spring. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608.

B. R. Anderson.

ASIAN 611 Chinese Bibliography and Methodology

Spring. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates.
Staff.

ASIAN 612 Japanese Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates.
S. Akiba.

ASIAN 621–622 South Asia Seminar: Topic to be announced

621, Fall; 622, Spring. 4 credits.

[ASIAN 650 Graduate Seminar in Asian Religions

2–4 credits. Prerequisite: permission of instructor. Not offered 1993–94.
Spring. J. McRae.]

ASIAN 676 Southeast Asia Research Training Seminar

Contact the Southeast Asia Program, 180 Uris Hall, 255-2378, for more information.

ASIAN 701–702 Seminar in East Asian Literature

701, fall; 702, spring. 1–4 credits.
Hours to be arranged. Staff.

ASIAN 703–704 Directed Research

703, fall or spring; 704, fall or spring. Credit to be arranged.

Hours to be arranged. Staff.

For additional courses on Asian religion, see “Related Courses” in the China and Japan area courses listing.

Asia—General Courses

ASIAN 401 Asian Studies Honors Course

Fall. 4 credits. Intended for seniors who have been admitted to the honors program.

Hours to be arranged. Staff.

Supervised reading and research on the problem selected for honors work.

ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program.

Hours to be arranged. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403–404 Asian Studies Supervised Reading

Fall, spring, or both. Credit to be arranged. Prerequisite: permission of instructor. Open to majors and other qualified students.

Intensive reading under the direction of a member of the staff.

Hours to be arranged. Staff.

Literature in Chinese

CHLIT 213–214 Introduction to Classical Chinese

213, fall; 214, spring. 3 credits each term. Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101–102, 201–202, 301–302.

T. L. Mei.

[CHLIT 420 T'ang and Sung Poetry

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1993–94.

T. L. Mei.]

CHLIT 421–422 Directed Study

Fall or spring. 2–4 credits each term.

Prerequisite: permission of instructor.
Staff.

[CHLIT 424 Readings in Literary Criticism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1993–94.]

[CHLIT 435 Chinese Buddhist Texts

Spring. 4 credits. Not offered 1993–94.
J. McRae.]

[CHLIT 603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993–94.

E. M. Gunn.]

[CHLIT 605 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993–94.

Hours to be arranged. E. M. Gunn.]

[CHLIT 610 Chinese Cultural Criticism

Fall. 4 credits. Not offered 1993–94.
E. M. Gunn.]

CHLIT 621–622 Advanced Directed Reading: Chinese Historical Syntax

Spring. 2–4 credits. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Literature in Japanese

JPLIT 406 Introduction to Classical Japanese

Fall. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. N. Sakai.

JPLIT 407 Advanced Classical Japanese

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor.

K. Brazell.

Reading classical Japanese texts (including some *kambun*) from Heian to Meiji periods. For students with a general knowledge of classical Japanese grammar.

JPLIT 421–422 Directed Readings

421, fall; 422, spring; credits to be arranged. Prerequisite: for Japanese 421, Japanese 402 or equivalent; for Japanese 422, Japanese 421 or equivalent.

Hours to be arranged. Staff.

Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

[JPLIT 611 Seminar in Classical Japanese Literature

Spring. 2–4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1993–94; next offered 1994–95.

B. de Bary and K. Brazell.]

JPLIT 612 Seminar in Medieval Japanese Literature

Spring. 2–4 credits. Prerequisite: permission of instructor. Offered alternate years.

K. Brazell.

[JPLIT 613 Seminar in Tokugawa Culture and Thought: Otherness, Text, and Body

Spring. 2–4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1993–94.

N. Sakai.]

[JPLIT 614 Seminar in Modern Japanese Literature

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1993–94.
N. Sakai.]

[JPLIT 621 Advanced Readings in Pre-Modern Japanese Narrative Literature

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1993–94.
Staff.]

Graduate-Level Reading Courses

[JPLIT 622 Advanced Readings in Pre-Modern Japanese Poetry

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1993–94.
Staff.]

[JPLIT 623 Advanced Readings in Pre-Modern Drama

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1993–94.
Staff.]

JPLIT 624 Advanced Readings in Modern Literature

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. N. Sakai.

Note: See courses listed under Asia—Literature and Religion Courses for Japanese literature courses in translation.

Japanese Language

See Modern Languages and Linguistics.

FALCON Program

255-6457; R. Sukle, 412 Morrill Hall, 255-0734; J. Whitman, 320 Morrill Hall, 255-0737; J. Wheatley, 416 Morrill Hall, 255-9301.

Literature in Korean**[KORLIT 403 Readings in Korean Literature]**

Fall. 4 credits. Not offered 1993-94.
D. McCann.]

Literature in Sanskrit

Sanskrit 251, see DMLL.

[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas]

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1993-94.
C. Minkowski.]

Literature in Vietnamese**[VTLIT 470 Vietnamese Literature: Cultural and Intellectual History]**

Fall. 4 credits. Not offered 1993-94.
K. Taylor.

A study of the Vietnamese intellectual tradition, its sources and its idiom, as it has developed into modern times, including attitudes toward religion, social organization, authority, cultural identity, and the process of defining and enforcing the borders to what is "Viet" and what is not. Participants must have, or be in an advanced stage of acquiring, a reading knowledge of Vietnamese, as readings will be original Vietnamese texts. Format will be primarily readings and discussions with some lecture-style presentations.]

Related Courses in Other Departments

ANTHR 313 Anthropology of the City @

ANTHR 474 Laboratory and Field Methods in Human Biology (also Bio S 474)

ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

ANTHR 673 Human Evolution: History, Concepts and Theory (also Bio S 673)

[GOVT 348 Politics of Industrial Societies
Not offered 1993-94.]

GOVT 349 Political Role of the Military

[GOVT 647 Political Anthropology
Not offered 1993-94.]

[GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the World
Not offered 1993-94.]

HIST 190 Introduction to Asian Civilizations @#

HIST 191 Introduction to Asian Civilizations in the Modern Period @

ART H 280 Introduction to Art History: Asian Traditions @#

ART H 396 The Arts of Southeast Asia @#

ART H 482 Ceramic Art of China and Southeast Asia @#

ART H 580 Problems in Asian Art

RELST 101 Understanding the Religions of the World

SOC 497 Social Relations Seminar

Related Courses in Other Colleges

The courses listed below will count as College of Arts and Sciences credit only for Asian studies majors.

AG EC 100 Introduction to Global Economic Issues

AG EC 464 Economics of Agricultural Development

AG EC 660 The World's Food

AG EC 665 Food and Nutrition Policy (ALSO Nutritional Science 685)

[AG EC 763 Macro Policy in Developing Countries
Not offered 1993-94.]

ARCH 342 Architecture as a Cultural System

ARCH 445 Architecture and the Mythic Imagination

ARCH 448 The Indian Example and the Visual Tradition in Culture

[ARCH 667-668 Architecture in Its Cultural Context
Not offered 1993-94.]

COMM 624 Communication in the Developing Nations

COMM 685 Training and Development: Theory and Practice

ECON 473 Economics of Export-Led Development

GOVT 482 International Relations of East Asia

GOVT 692 Administration of Agricultural and Rural Development

[ILR 637 Labor Relations in Asia and the Pacific Rim
Not offered 1993-94.]

[R SOC 751 Applications of Sociology to Development Programs
Not offered 1993-94.]

SOC 110 Introduction to Economy and Society

China—Area Courses

[ANTHR 326 Economic Anthropology @
Not offered 1993-94.]

[ANTHR 343 Religion, Family, and Community in China @
Not offered 1993-94.]

[ANTHR 443 Religion and Ritual in Chinese Society
Not offered 1993-94.]

ECON 369 Economy of China @

[GOVT 347 Chinese Government and Politics @
Not offered 1993-94.]

GOVT 391 Chinese Foreign Policy

[GOVT 443/643 Socialism and the Market in China @
Not offered 1993-94.]

GOVT 645 Politics of China

[HIST 243 China and the West before Imperialism @#
Not offered 1993-94.]

HIST 293 History of China up to Modern Times @#

HIST 294 History of China in Modern Times @

[HIST 360 Early Warfare, East and West #
Not offered 1993-94.]

HIST 492 Undergraduate Seminar in Medieval Chinese History @#

[HIST 493 Self and Society in Late Imperial and Twentieth-Century China @
Not offered 1993-94.]

[HIST 494 The Japanese in Asia @
Not offered 1993-94.]

HIST 499 Problems in Modern Chinese History

[HIST 691 Chinese Historiography and Source Materials
Not offered 1993-94.]

HIST 693-694 Problems in Modern Chinese History

HIST 791-792 Seminar in Medieval Chinese History

[HIST 793-794 Seminar in Modern Chinese History
Not offered 1993-94.]

ART H 396 The Arts of Southeast Asia @#

[ART H 481 The Arts in Modern China @
Not offered 1993-94.]

ART H 482 Ceramic Art of China and Southeast Asia @#

SOC 545 Peasants, Market, and the State

Other courses dealing extensively with China are Architecture 667-668; History 190, 191 and 494; History of Art 280, 381, 482, 580, and 596.

China—Language Courses

CHIN 101-102 Elementary Mandarin

CHIN 109-110 Elementary Reading

CHIN 111-112 Cantonese Elementary Speaking

CHIN 113-114 Cantonese Elementary Reading

CHIN 161-162 FALCON @

CHIN 201-202 Intermediate Mandarin @

CHIN 211-212 Intermediate Cantonese @

CHIN 301-302 Advanced Mandarin I @

CHIN 303-304 Advanced Mandarin Conversation

CHIN 311-312 Advanced Cantonese @

[CHIN 401 History of the Chinese Language
Not offered 1993-94.]

[CHIN 403 Linguistic Structure of Chinese I
Not offered 1993-94.]

[CHIN 404 Linguistic Structure of Chinese II
Not offered 1993-94.]

[CHIN 405 Chinese Dialects
Not offered 1993-94.]

CHIN 411-412 Advanced Mandarin II

CHIN 413-414 Current Events

CHIN 415-416 Correspondence and Composition

[CHIN 607 Chinese Dialect Seminar
Not offered 1993-94.]

Japan—Area Courses

ANTHR 345 Japanese Society @

ANTHR 645 Japanese Ethnology

[GOVT 334 Business and Labor in Politics
Not offered 1993-94.]

[GOVT 346 Politics in Contemporary Japan @
Not offered 1993-94.]

GOVT 605 Comparative Politics Field Seminar

HIST 191 Introduction to Asian Civilization in the
Modern Period @

[HIST 192 Japan and the West
Not offered 1993-94.]

HIST 297 State, Society, and Culture in Japan to
1750 @#

HIST 298 State, Society, and Culture in Modern
Japan @

HIST 352 The Past as Prelude? Japan in Asia,
German in Europe

HIST 420 Tale of Genji in Historical Perspective

[HIST 489 The Ideology of the Meiji Restoration
Not offered 1993-94.]

[HIST 491 Japanese Studies: The Formation of
the Field
Not offered 1993-94.]

[HIST 494 The Japanese in Asia @
Not offered 1993-94.]

HIST 497 Colloquium: Premodern Japan-
Historical Issues

HIST [797]-798 Seminar in Japanese Thought

ILR 341 Postwar Japanese Economy

ILR 645 Japanese and Korean Labor Markets

[ART H 384 The Arts of Japan @#
Not offered 1993-94.]

NBA 580 Industrial Policy: Lessons for the United
States from Japan and Europe

[R SOC 492 Development in the Pacific Rim
Not offered 1993-94.]

Other courses dealing extensively with Japan
are Anthropology 313; Architecture 667-668;
Education 678; History 190 and 191; History of
Art 280, 491, 580, and 596.

Japan—Language Courses

JAPAN 101-102 Elementary Japanese

JAPAN 123 Accelerated Introductory Japanese

JAPAN 161-162 FALCON @

JAPAN 201-202 Intermediate Japanese
Reading I @

JAPAN 203-204 Intermediate Japanese
Conversation @

JAPAN 301-302 Intermediate Japanese
Reading II

JAPAN 303-304 Communicative
Competence @

JAPAN 341-342 Advanced Japanese for
Business Purposes @

JAPAN 401-402 Advanced Japanese Reading

[JAPAN 404 Linguistic Structure of Japanese
Not offered 1993-94.]

JAPAN 407-408 Oral Narration and Public
Speaking

[JAPAN 410 History of Japanese Language @#
Not offered 1993-94.]

JAPAN 421-422 Directed Readings

JAPAN 543-544 Intermediate Japanese for
Business Purposes

JAPAN 545-546 Advanced Japanese for
Business Purposes

South Asia—Area Courses

ABEN 754 Sociotechnical Aspects of Irrigation

AG EC 660 The World's Food

AG EC 664 Microeconomic Issues in Agricultural
Development

AG EC 754 Sociotechnical Aspects of Irrigation

ANTHR 275 Human Biology and Evolution

[ANTHR 339 Peoples and Cultures of the
Himalayas @
Not offered 1993-94.]

ANTHR 347 Culture and Environment in India

ANTHR 348 Folklore of India (also ASIAN
348) @

ANTHR 371 Human Paleontology

[ANTHR 448 Contemporary Approaches to South
Asian Anthropology @
Not offered 1992-93.]

ANTHR 619 Anthropological Approaches to the
Study of Buddhism in Asia

ANTHR 640-641 South Asia: Readings in
Specific Problems

ARCH 342 Architecture as a Cultural System

ARCH 441-442 Special Topics in Architectural
Culture and Society

ARCH 445 Architecture and the Mythic
Imagination

ARCH 446 Topics in Architecture, Culture, and
Society

ARCH 447 Architectural Design and the Utopian
Tradition

ARCH 448 The Indian Example and the Visual
Tradition in Culture

ARCH 647-648 Architecture in its Cultural
Context I & II

ARCH 649 Graduate Investigations in
Architecture, Culture, and Society

[ARCH 667-668 Architecture in Its Cultural
Context
Not offered 1993-94.]

BIO S 474 Laboratory and Field Method in Human
Biology
Not offered 1993-94.]

[BIO S 673 Human Evolution: Concepts, History,
and Theory
Not offered 1993-94.]

CRP 101 The Global City

CRP 671 Seminar in International Planning

[CRP 775 Transnational Corporations and
Developing Regions
Not offered 1993-94.]

CRP 777 Theories of Development and
Underdevelopment

COMM 490 Special Topics in Communication

COMM 611 Human Communication in
Organizations

COMM 624 Communication in the Developing
Nations

COMM 685 Training and Development

[GOVT 351 India: Social and Economic Change
in a Democratic Polity
Not offered 1993-94.]

[GOVT 367 Politics of Development
Not offered 1993-94.]

GOVT 436 Environmental Politics

GOVT 640 Political Economy of India

[GOVT 648 The Political Economy of Change
Not offered 1993-94.]

GOVT 649 Agrarian Political Economics

[GOVT 651 Agrarian Change in South Asia—
Politics, Society, and Culture
Not offered 1993-94.]

GOVT 687 International Environmental Policy

GOVT 692 The Administration of Agricultural and
Rural Development

HDFS 436 Language Development

HDFS 633 Seminar on Language Development

HIST 250 Colonial S. Asia 1858-1947: Social and
Political Foundations

HIST 417 Social and Political Movements in
Colonial S. Asia

HIST 434 Islam in S. Asia

HIST 479 South Asia since 1947

ART H 386 Art of South Asia

[ILR 637 Labor Relations in Asia and the Pacific
Rim
Not offered 1993-94.]

[LING 619 Rigveda
Not offered 1993-94.]

LING 635 Indo-European Workshop

LING 701-702 Directed Research

R SOC 205 Rural Sociology and International
Development

[R SOC 425 Gender Relations and Social Change
Not offered 1993-94.]

[R SOC 492 Developments in the Pacific Rim
Not offered 1993-94.]

R SOC 645 Rural Economy and Society

R SOC 725 The Sociology of "Third World" States

[R SOC 751 Applications of Sociology to
Development Programs
Not offered 1993-94.]

Other courses dealing extensively with South
Asia are Anthropology 321 and 611; Agricul-
tural Economics 464; Communication Arts 626;
History 190 and 191; History of Art 280, 482,
580, and 596.

South Asia—Language Courses

BENGL 121-122 Elementary Bengali

BENGL 201-202 Intermediate Bengali Reading

- BENGL 203-204 Intermediate Bengali Composition and Conversation
- BENGL 303-304 Bengali Literature I, II
- HINDI 101-102 Elementary Hindi-Urdu
- HINDI 109-[110] Accelerated Elementary Hindi-Urdu
- [HINDI 201-202 Intermediate Hindi Reading Not offered 1993-94.]
- HINDI 203-204 Intermediate Composition and Conversation
- [HINDI 301-302 Advanced Readings in Hindi Literature Not offered 1993-94.]
- [HINDI 303-304 Advanced Composition and Conversation Not offered 1993-94.]
- HINDI 305-306 Advanced Hindi Readings
- NEPAL 101-102 Elementary Nepali
- NEPAL 201-202 Intermediate Nepali Conversation
- NEPAL 203-204 Intermediate Nepali Composition
- SINHA 101-102 Elementary Sinhala
- SINHA 160 Intensive Sinhala
- SINHA 201-202 Intermediate Sinhala Reading
- SINHA 203-204 Intermediate Composition and Conversation
- [TAMIL 101-102 Elementary Tamil Not offered 1993-94.]
- SANSK 131/132 Elementary Sanskrit (also Classics 131/132)
- [SANSK 251/252 Intermediate Sanskrit (also Classics 251/252) @# Not offered 1993-94.]
- CLASS 403-404 Independent Study in Sanskrit Undergraduate
- CLASS 703-704 Independent Study in Sanskrit Graduate

Southeast Asia—Area Courses

- ABEN 754 Sociotechnical Aspects of Irrigation
- AG EC 464 Economics of Agricultural Development
- [AG EC 664 Microeconomic Issues in Agricultural Development Not offered 1993-94.]
- AG EC 754 Sociotechnical Aspects of Irrigation (also Agricultural and Biological Engineering 754)
- ANTHR 306 Ethnographic Description
- [ANTHR 322 Magic, Myth, Science, and Religion @ Not offered 1993-94.]
- [ANTHR 334 Ethnology of Island Southeast Asia Not offered 1993-94.]
- ANTHR 335 Peoples and Cultures of Mainland Southeast Asia @
- [ANTHR 424 Myth, Ritual, and Sign Not offered 1993-94.]
- ANTHR 441/625 Children, Literature, and Society
- [ANTHR 610 Myth and Mythology Not offered 1993-94.]

- ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia
- ANTHR 628 Political Anthropology: Indonesia
- ANTHR 634-635 Southeast Asia: Readings in Special Problems
- GOVT 344 Government and Politics of Southeast Asia @
- GOVT 652 Political Problems of Southeast Asia
- GOVT 653 Plural Societies Revisited
- HIST 190 Introduction to Asian Civilizations
- HIST 191 Introduction to Asian Civilization: Modern Period @
- HIST 395 Southeast Asia to the Eighteenth Century @#
- HIST 396 Southeast Asian History from the Eighteenth Century @
- HIST 695 Early Southeast Asia: Graduate Proseminar
- HIST 696 Modern Southeast Asia: Graduate Proseminar
- [HIST 697 Seminar in Southeast Asian Palaeology Not offered 1993-94.]
- HIST 795-796 Seminar in Southeast Asian History
- ART H 280 Introduction to Art History: Asian Traditions @#
- ART H 396 The Arts of Southeast Asia @#
- ART H 482 Ceramic Art of China and Southeast Asia @#
- ART H 580 Problems in Asian Art
- [ART H 595 Methodology Seminar Not offered 1993-94.]
- LING 405-406 Sociolinguistics
- [LING 600 Field Methods Not offered 1993-94.]
- [LING 651-652 Old Javanese Not offered 1993-94.]
- LING 653-654 Seminar in Southeast Asian Linguistics
- [LING 655-656 Austronesian Linguistics Not offered 1993-94.]
- LING [657]-658 Seminar in Austro-Asiatic Linguistics
- LING 701-702 Directed Research
- [MUSIC 103 Introduction to Musics of the World @ Not offered 1993-94.]
- [MUSIC 245-246 History, Theory, and Practice of Gamelan @ Not offered 1993-94.]
- MUSIC 445-446 Cornell Gamelan Ensemble
- [MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis Not offered 1993-94.]
- NBA 529 Business Environment in Southeast Asia
- R SOC 205 Rural Sociology and International Development
- Other courses dealing with Southeast Asia are Agricultural and Biological Engineering 771; Anthropology 102 and 420; Architecture 667-668; Asian Studies 250, 351, and 650;

Education 685; Government 692; History 190; International Agriculture 603 and 703; Nutritional Sciences 680.

Southeast Asia—Language Courses

- BURM 101-102 Elementary Burmese
- BURM 201-202 Intermediate Burmese Reading
- BURM 203-204 Burmese Composition
- BURM 301-302 Advanced Burmese Reading
- BURM 401-402 Burmese Directed Individual Study
- [CEBU 101-102 Elementary Course Not offered 1993-94.]
- INDO 161-162 FALCON @
- INDO 121-122 Elementary Indonesian
- INDO 123 Continuing Indonesian
- INDO 205-206 Intermediate Indonesian
- [INDO 300 Linguistic Structure of Indonesian Not offered 1993-94.]
- [INDO 301-302 Advanced Readings in Indonesian and Malay Not offered 1993-94.]
- INDO 303-304 Advanced Indonesian Conversation and Composition
- INDO 305-306 Directed Individual Study
- [INDO 401-402 Advanced Readings in Indonesian and Malay Literature Not offered 1993-94.]
- JAVA 131-132 Elementary Javanese
- JAVA 133-134 Continuing Javanese
- JAVA 203-204 Directed Individual Study
- KHMER 101-102 Elementary Khmer
- KHMER 201-202 Intermediate Khmer Reading
- KHMER 203-204 Intermediate Composition and Conversation
- KHMER 301-302 Advanced Khmer
- KHMER 401-402 Directed Individual Study
- KHMER 403-404 Structure of Khmer
- TAGA 121-122 Elementary Tagalog
- TAGA 123 Continuing Tagalog
- TAGA 205-206 Intermediate Tagalog
- [TAGA 300 Linguistic Structure of Tagalog Not offered 1993-94.]
- THAI 101-102 Elementary Course
- THAI 201-202 Intermediate Thai Reading
- THAI 203-204 Intermediate Composition and Conversation
- THAI 301-302 Advanced Thai
- THAI 303-304 Thai Literature
- THAI 401-402 Directed Individual Study
- VIET 101-102 Elementary Vietnamese
- VIET 201-202 Intermediate Vietnamese Reading
- VIET 203-204 Intermediate Composition and Conversation
- VIET 301-302 Advanced Vietnamese
- VIET 401-402 Directed Individual Study

ASTRONOMY

Y. Terzian, chair (512 Space Sciences Building, 255-4935); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, M. M. Davis, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, P. D. Nicholson, C. E. Sagan, E. E. Salpeter, S. L. Shapiro, S. W. Squyres, G. J. Stacey, S. A. Teukolsky, J. F. Veverka, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit

Cornell's astronomy faculty, research staff, and graduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. The 100-level courses and Astronomy 201-202 are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 332 is designed for nonmajors as an introduction to astrophysics and requires at least one year of calculus and college physics as prerequisites. The other courses numbered below 400 have no college prerequisites at all.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuentres Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult a faculty member about career plans or choice of courses.

The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, a student would normally elect the introductory physics sequence Physics 112-213-214 or 116-217-218 plus Physics 316 and 318 and the complementary pathway in mathematics, Mathematics 111-122-221-222 or 191-192-293-294 (or equivalent). The sophomore seminar Astronomy 233 "Topics in Astronomy and Astrophysics" will provide an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy.

Acceptance to the major will first be considered after completion of three semesters of introductory physics and mathematics and in general will require a GPA of 3.20 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

Physics 317, 327, 341, and 443
Mathematics 421 and 422 (or equivalent, e.g. A&EP 321-2)
Astronomy 410, 431, and 432.

Students are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 400 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects (Astronomy 440). Students whose interest in astronomy is sparked somewhat late in their undergraduate careers are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

Honors. A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

Double majors. A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

Concentration. Students majoring in other fields but interested in astronomy are encouraged to supplement their major with a concentration in astronomy, an option that is somewhat less intensive than a major. Normally Astronomy 431 and 432 are required for a concentration.

Distribution Requirement

The distribution requirement in physical sciences is met by A101 or A211, A102 or A212, 107, A201, A202 or any course numbered 300 or above. If 107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, and 106 do not satisfy the distribution requirement for the College of Arts and Sciences, but may satisfy the requirements of some other college.

Courses

ASTRO 101 The Nature of the Universe
Fall. 4 credits. No prerequisites. Labs and discussions limited to 20 students each.

Lecs, M W F 11:15; labs, every other week: M T or W 2:30-5 or M T W or R 7:30-10 p.m.; disc, one hour every week: M or W 1:25, 2:30, 3:35, or 7:30 p.m., or T or R 2:30, 3:35, or 7:30 p.m. Y. Terzian; labs, P. D. Nicholson.

The physical nature of existence. An examination of the universe and our place in it and the possible existence of life and intelligence elsewhere in the cosmos. The nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state and composition of the interstellar material and its influence on the evolution of our galaxy. An introduction to

the special and general theories of relativity. The nature of time. Modern theories of cosmology and the structure and evolution of the universe.

ASTRO 102 Our Solar System

Spring. 4 credits. No prerequisites. Labs and discussions limited to 20 students each.

Lecs, M W F 11:15; labs every other week: M T or W 2:30-5 or M T W or R 7:30-10 p.m.; disc, one hour every week: M or W 1:25, 2:30, 3:35, or 7:30 p.m. or T or R 2:30, 3:35, or 7:30 p.m. J. F. Veverka; labs, P. D. Nicholson.

A survey of the current state and past evolution of our solar system, with emphasis on results from the direct exploration of planets by spacecraft. The course is divided into four parts: theories of formation; the inner planets; the outer solar system; and the search for life in the solar system and elsewhere. Stress is placed on the important processes that have shaped the evolution of planets and satellites.

ASTRO 103 The Nature of the Universe

Fall. 3 credits.
Identical to Astronomy 101 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

ASTRO 104 Our Solar System

Spring. 3 credits.
Identical to Astronomy 102 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

ASTRO 105 An Introduction to the Universe

Summer. 3 credits.
M-F 11:30-12:45; evening labs to be arranged. Staff.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will man catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

ASTRO 106 Essential Ideas in Relativity and Cosmology

Summer. 3 credits. Prerequisites: high school algebra and trigonometry.
M-F 10-11:15. Staff.

Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved spacetime, cosmological models, and the question of whether the universe is open or closed.

ASTRO 107 An Introduction to the Universe

Summer. 4 credits.

M-F 11:30–12:45; lab R 2:30–5:00; evening labs TBA. Staff.

Identical to Astronomy 105 except for the addition of the afternoon laboratory. This course meets the science distribution requirement in the College of Arts and Sciences.

ASTRO 201 Our Home in the Universe

Fall. 3 credits. Assumes no scientific background but requires a working knowledge of algebra and trigonometry. Limited to 25 students.

T R 10:10–11:25; informal labs TBA.

M. Haynes, T. Herter.

A general discussion of man's relation to the physical universe and how our view of the universe has changed from ancient to modern times. We will see how technological advances drive both theoretical and observational discoveries and how our census of objects filling the universe has expanded greatly during the last half century to include such exotica as quasars, pulsars, hot X-ray gas, and gamma-ray bursters. We will examine how the universe provides the best "laboratory" for testing our concepts of relativity, celestial mechanics, elementary particle physics, and nucleosynthesis. A detailed discussion of our understanding of the past and future history of the universe will be included, with particular emphasis on the issues that remain unresolved. Students will be required to undertake some nighttime observational work and to participate in other laboratory activities.

ASTRO 202 Our Home in the Solar System

Spring. 3 credits. Prerequisite: some background in science. Limited to 25 students.

J. Cordes, P. Gierasch.

A comparison of the Earth with the other worlds in our solar system, with an emphasis on the nature and fragility of planetary environments. Topics to be discussed include the climate and weather, species extinctions, the history of climate change, evolution of the atmosphere of the Earth and other planets, ecology and biological interdependence, and threats to the current global environment—including ozone layer depletion, greenhouse warming, and nuclear winter. Possible solutions to these problems, including their economic and social costs and their ethical implications, will be considered. The course will attempt to develop skills in writing and in elementary physics and chemistry.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology

Fall. 4 credits. Intended for engineering and physical sciences freshmen. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 10:10–11:00. J. Houck.

The formation and evolution of stars, supernovae, pulsars, quasars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

ASTRO 212 The Solar System: Planets, Satellites, and Rings

Spring. 4 credits. Intended for engineering and physical sciences freshmen. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 11:15–12:05; rec, one hour each week to be arranged. S. Squyres. The origin of the solar system; celestial mechanics; tidal evolution; the physics and chemistry of planetary surfaces, atmospheres, and satellites; interiors; planetary rings; asteroids, comets, and meteorites; the search for other planetary systems.

ASTRO 233 Topics in Astronomy and Astrophysics

Fall. 2 credits. Prerequisites: Physics 112 and 213, Mathematics 112 and 221, or permission of instructor.

T R 1:25–2:15. M. Haynes.

A seminar course on advanced topics in astronomy and astrophysics designed for prospective astronomy majors. Content will vary from year to year, but will include topics from the fields of planetary, galactic, and extragalactic research.

ASTRO 332 Elements of Astrophysics

Spring. 4 credits. Prerequisites: calculus and Physics 213. Physics 214 strongly recommended.

Lec M W F 11:15. R. Giovanelli.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering and science education, interested in astronomy and astrophysics.

ASTRO 410 Experimental Astronomy

Fall. 4 credits. Prerequisites: Physics 214 (or 310 or 360), Physics 325 (or co-registration) or permission of instructor. Limited to 10 students.

T R 1:30–4:30 plus night-time observing.

J. Cordes, P. Goldsmith, J. Houck.

Topics in experimental concepts in astrophysics. Major experiments will involve techniques in telescope operation, CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, and radio astronomy. The optical experiments involve use of the 24-inch Hartung-Boothroyd Observatory. The radio astronomy experiments employ a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and performing data analysis applied to normal stars, neutron stars, planetary nebulae, and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences I

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; co-registration in Physics 341 and 443 is recommended.

T R 1:25–2:40. S. L. Shaprio.

A systematic development of modern astrophysical concepts for physical science majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure and evolution, radiative transfer, and the interstellar medium. At the level of *Astrophysical Concepts*, by Harwit.

ASTRO 432 Introduction to Astrophysics and Space Sciences II

Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor.

G. Stacey.

This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section will cover thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. We will also discuss the propagation of shocks in the interstellar medium in the context of expanding supernovae shells. The cosmology section will include expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements. At the level of *Astrophysical Concepts* by Harwit.

ASTRO 434 The Evolution of Planets

Fall. 4 credits.

M W F 11:15–12:05. S. Squyres.

An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Hours to be arranged. Staff.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 510 Space Sciences Building.

ASTRO 490 Senior Seminar Critical Thinking

Spring. 3 credits. Permission of instructor required.

C. Sagan.

Critical thinking in scientific and nonscientific contexts. Topics will include elements of classical logic and rhetoric, including standards of evidence. Case studies will include examples of competing hypotheses in the history of science, as well as examples from borderline science and medicine, religion, and politics. Stress will be laid on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Discussion will be both qualitative and quantitative. Students from widely diverse fields will be admitted, but are expected to be well-qualified. They will be expected to assimilate an extensive reading list; the seminar itself will be devoted to the implications of the readings and the interaction of the participants.

[ASTRO 509 General Relativity (also Physics 553)]

Fall. 4 credits. Not offered 1993–94.]

[ASTRO 510 Applications of General Relativity (also Physics 554)]

Spring. 4 credits. Prerequisite: ASTRO 509. Not offered 1993-94.]

[ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Physics 525)]

Spring. 4 credits.

T R 1:25-2:40. S. L. Shapiro.

The formation of compact objects; neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria and mass limits: the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.

[ASTRO 516 Galactic Structure and Stellar Dynamics]

Spring. 4 credits. Not offered 1993-94.]

[ASTRO 520 Radio Astronomy]

Fall. 4 credits.

T R 1:25-2:40. D. Campbell, J. Cordes. Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.

[ASTRO 523 Signal Processing and Data Analysis in Astronomy]

Spring. 4 credits. Not offered 1993-94.]

[ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy]

Fall. 4 credits. Not offered 1993-94.]

[ASTRO 530 Astrophysical Processes]

Spring. 4 credits.

R. Giovanelli, T. Herter.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering will be covered, as well as spectral line transfer and topics in atomic and molecular spectroscopy. These topics will be discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.

[ASTRO 555 Theory of the Interstellar Medium (also Physics 665)]

Spring. 4 credits.

D. Chernoff.

Global theories of the interstellar medium-mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observations techniques, current problems and results.

[ASTRO 560 Theory of Stellar Structure and Evolution (also Physics 667)]

Fall. 4 credits.

T R 10:10-11:25. I. Wasserman.

Summary of observational facts on stars; dimensional analysis; nuclear reactions and energy transport in stellar interiors; models for

static and evolving stars. At the level of *Principles of Stellar Evolution and Nucleosynthesis*, by Clayton.

[ASTRO 570 Physics of the Planets]

Fall. 4 credits.

T R 2:55-4:10. P. Nicholson.

An introductory survey of planetary science with an emphasis on the application of physical principles. Recent observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, will also be discussed. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, figures, and heat sources. Physics and chemistry of planetary atmospheres, including radiative transfer, convection, thermal structure, and dynamics. Intended for students in astronomy, physics, and engineering.

[ASTRO 571 Mechanics of the Solar System (also Theoretical and Applied Mechanics 673)]

Spring. 3 credits.

Two 1-1/4 hour lects. J. Burns.

Gravitational potential, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling. Cassini states. Long-term variations in planetary orbits. Orbital and Rotational Chaos. Dust dynamics. Dynamics of ring systems. Physics of interiors, seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.

[ASTRO 575 Atmospheric and Ionospheric Physics (also Electrical Engineering 585)]

Fall. 3 credits.

P. Gierasch, D. Farley.

Energy balance and thermal structure of neutral atmospheres. Elements of circulation theory. Waves and instabilities. Coupling of lower atmospheres to upper atmospheres. Observations of the terrestrial atmosphere and of the other planets. Physical processes in the earth's ionosphere and magnetosphere. Production, loss, and transport of charged particles. Electric fields. Coupling of neutral atmosphere dynamics with electric fields and charged-particle transport. Diagnostic techniques, including radar and in situ observations. The equatorial electrojet. Observations of ionospheres on the other planets.

[ASTRO 576 Solar Terrestrial Physics (also Electrical Engineering 586)]

Spring. 3 credits.

P. Gierasch, D. Farley.

High-latitude ionosphere; electric fields in the polar cap and auroral zone; particle precipitation and the aurora; magnetic and ionospheric storms; plasma instabilities in the ionosphere and magnetosphere; structure and physical processes in the sun, solar corona, and solar wind; interactions between the solar wind and the earth's magnetosphere: trapping, acceleration, and drift of energetic particles in the magnetosphere.

[ASTRO 579 Celestial Mechanics (also Theoretical and Applied Mechanics 673)]

Spring. 3 credits. Not offered 1993-94.]

[ASTRO 590 Galaxies and the Universe]
Fall. 4 credits. Not offered 1993-94.]

[ASTRO 599 Cosmology]

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory.

I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics will include observational overview; growth of irregularities, galaxy formation and clustering; big bang cosmology; recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Physical Cosmology* and *The Large Scale Structure of the Universe*.

[ASTRO 620 Seminar: Advanced Radio Astronomy]

Spring. 2 credits. Prerequisites: some background in extragalactic astronomy and/or radio astronomy suggested. Open to advanced undergraduates by permission of instructor.

R. Giovanelli, M. Haynes.

Selected topics in observational cosmology at radio wavelengths including: redshift surveys, gas stripping mechanisms, rotation curves and the distributions of mass and light, large scale structure, peculiar motions, atomic and molecular studies at high redshift, the Sunyaev-Zel'dovich effect, evolution of radio luminosity function, and the cosmic microwave background.

[ASTRO 621 Seminar: Planetary Radar Astronomy]

Spring. 3 credits. Not offered 1993-94.]

[ASTRO 640 Advanced Study and Research]

Fall or spring. Credit to be arranged.

Hours to be arranged. Staff.

Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 510 Space Sciences Building.

[ASTRO 660 Cosmic Electrodynamics (also Applied and Engineering Physics 608)]

Spring. 2 credits. Not offered 1993-94.]

[ASTRO 671 Seminar: Planetary Science]

Spring. 3 credits.

D. Campbell and faculty.

An informal series of lectures discussing the techniques used to obtain and interpret spacecraft and earth-based remote sensing data to the planets and smaller bodies in the solar system. Intended for graduate students and seniors.

[ASTRO 673 Seminar: Planetary Atmospheres]

Spring. 2 credits. Not offered 1993-94.]

[ASTRO 680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation]

Spring. 2 credits. Not offered 1993-94.]

[ASTRO 690 Seminar: Computational Astrophysics (also Physics 680)]

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN or C.

T R 10:10-11:25. S. A. Teukolsky.

A course designed to familiarize graduate students with numerical techniques for solving diverse problems in astrophysics. Numerical methods discussed in the course will include solving ordinary and partial differential

equations, linear algebra and eigenvalue problems, Monte Carlo techniques, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to", rather than theoretical. No theorems will be proved. Students will be allotted computer time to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes* by Press, Teukolsky, Vetterling, and Flannery.

ASTRO 699 Seminar: Theoretical Astrophysics (also Physics 665)

Fall. 2 credits.

M 2:30-4. E. Salpeter.

An informal seminar, meeting Mondays (and occasionally Wednesdays), for advanced graduate students in astronomy or physics. Topics: Radiative transfer and stellar atmospheres.

BIOLOGICAL SCIENCES

P. J. Bruns, director (169 Biotechnology Building, 255-5042); H. T. Stinson, associate director and director of undergraduate studies (200 Stimson Hall, 255-5233); R. M. Sparrow, biology center coordinator (Biology Center, 216 Stimson Hall, 255-3358); M. L. Cox, executive staff assistant (200 Stimson Hall, 255-6859)

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine and environmental sciences; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology and anatomy; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

BIOLOGY AND SOCIETY MAJOR

See Special Programs and Interdisciplinary Studies.

BURMESE AND CEBUANO (BISAYAN).

See Modern Languages and Linguistics.

CHEMISTRY

B. Ganem, chair (124 Baker Laboratory, 255-4174); H. D. Abruña, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, J. C. Clardy, D. B. Collum, F. J. DiSalvo, G. S. Ezra, R. C. Fay, J. M. J. Fréchet, J. H. Freed, R. Hoffmann, P. L. Houston, A. Kuki, R. Loring, E. McMurphy, J. Meinwald, G. H. Morrison, L. A. Philips, S. O. Russo, H. A. Scheraga, D. Sogah, D. A. Usher, B. Widom, J. R. Wiesenfeld, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

J. E. McMurphy, director of undergraduate studies

S. T. Marcus, associate director of undergraduate studies.

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for significant work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. The required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably Chemistry 215-216 although Chemistry 207-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. Chemistry 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (Chemistry 359-360 is preferred to Chemistry 357-358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I. Chemistry 389-390, Physical Chemistry I and II, and Chemistry 302-303,

Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215-216; or 207-208; 300; or 211-208, 300; or 103-104, 208, 300; (2) Physics 207 or 112; and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. Knowledge of simple computer programming is essential. This may be achieved either by self-study (a syllabus is available) or by taking a course such as Computer Science 100. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) Chemistry 301-302-303, 359-360 (357-358 may be substituted), 389-390, and 410
- 2) Mathematics 112, 213; or 122, 221-222; or 192-293-294
- 3) Physics 208

Potential majors electing to take Mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as Chemistry 405, 605, 606, 666, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although, failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department with selection based on a superior cumulative average, including chemistry grades, and good performance in a prior research program.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded

honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (Chemistry 498) is expected.

The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee.

The Core Program for the Alternative Major

- 1) Chemistry 215–216 (or 207–208, 300; or 211, 208, 300; or 103, 208, 300); 253, 251, 287, 289, and 410 (Chem 357–358 or 359–360 can be substituted for Chem 253, or Chem 389–390 can be substituted for Chem 287, thereby fulfilling the requirement for an additional chemistry course)
- 2) Mathematics 111–112; or 111, 122; or 191–192
- 3) Physics 207–208; or 112, 213

Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7–12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Financial support is available for qualified applicants. Additional information is available from Susan Blish, 106 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Preliminary examinations for all courses may be given in the evening.

CHEM 103 Introduction to General Chemistry

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than Chemistry 207–208.

Lecs, M W F 11:15; lab, T R or F 8:00–11:00, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m., Sept. 28, Oct. 26, Nov. 16. J. E. McMurry.

An introduction to general chemistry, with emphasis on important principles and facts. Chemistry 103 covers much of the same material as Chemistry 207 and the first third of Chemistry 208, but does so in less depth.

CHEM 104 Introduction to Organic and Biological Chemistry

Spring or summer. 3 credits. Enrollment limited. Prerequisite: Chemistry 103 or 207.

Lecs, M W 11:15; lab, T R 8:00–11:00, or F 10:10–1:10, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m., March 3, April 12. S. Russo.

An introduction to organic and biological chemistry, with emphasis on important reactions of organic compounds and on the applications of those reactions in biological systems.

CHEM 203 Strategies in Science: The World of Chemistry

Spring. 3 credits. This course plus Chemistry 103 or 207 or 211 satisfies the College of Arts and Sciences physical science distribution requirement. Chemistry 203 also satisfies the C.A.L.S. physical science requirement of one course in chemistry.

Lecs and discs: M W F 12:20. Prelims: 7:30–9 p.m., March 8, April 12. B. Ganem.

A general appreciation of chemistry in the everyday world which will highlight for nonscientists the way the scientific method works. Using several case studies, the course will focus not only on what modern chemistry has accomplished, but more generally on the way scientists think, how they function, what their *modus operandi* is. Selected topics include (a) the chemistry of food, food additives, and the effect of diet on health; (b) drugs and medicines; (c) air and water pollution, pesticides, herbicides, acid rain, and other environmental chemistry; (d) the chemistry of plastics, polymers, and other modern materials; (e) the chemistry of taste and smell, including flavors, perfumes, and cosmetics; and (f) biotechnology and genetic chemistry. Other topics to be discussed are the influence of the media on scientific issues, the decision-making process in science, scientific publishing, and fraud in science.

CHEM 204 The Language of Chemistry

Fall. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" (Group I) distribution requirement, as well as the C.A.L.S. physical science requirement of one course in chemistry. S-U or letter grades.

Lecs and disc, M W F 12:20. J. Meinwald. In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, taxol, penicillin, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers will be developed. Methods of analyzing problems will be emphasized, rather than the memorization of specific results or formulas. There will be an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.

CHEM 207–208 General Chemistry

207, fall or summer; 208, spring or summer. 4 credits each term. Enrollment limited.

Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 207 or 103.

Lecs: fall, T R 10:10 or 12:20; spring, T R 10:10 or 12:20. Lab: fall, T R F 8–12 or M T W R or F 12:20–4:25; spring, T R F 8–12 or M T W R or F 12:20–4:25. Prelims: 7:30–9 p.m., Sept. 21, Oct. 21, Nov. 23, March 1, April 14. Fall: B. K. Carpenter; spring: H. D. Abruña.

The fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 211 Chemistry for the Applied Sciences

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited.

Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191.

Lecs: fall, M W F 12:20; spring, M W F 10:10. Lab: fall, M T W R F 1:25–4:25; spring, M T W R F 1:25–4:25. Prelims: 7:30–9 p.m., Sept. 21, Oct. 21, Nov. 23, Feb. 17, March 15, April 18. Fall:

C. Bailey; spring: P. T. Wolczanski.

The important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state

materials, periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 215-216 General and Inorganic Chemistry

215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry and physics and in mathematics SAT. Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215.

Fall: lecs, M W F 12:20; lab, M T W R or F 1:25-4:25. Spring: lecs, M W F 12:20; two labs, M W 1:25-4:25, T R 10:10-1:10 or T R 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 28, Oct. 21, Nov. 18, Feb. 17, March 15, April 19. Fall: B. Widom; spring: R. C. Fay.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

[CHEM 222 Molecular Messengers in Nature]

Spring. 3 credits. Prerequisite: one year of high school chemistry, Chemistry 103 or 207, or permission of instructor. Not offered 1993-94.

Lecs, M W F 11:15. J. Meinwald. Organisms communicate with one another in nature chiefly by means of chemical signals. We will examine this intriguing mode of communication as it applies to a wide variety of species ranging from bacteria to insects and mammals, including humans. Essential concepts of organic chemistry and biology will be introduced and illustrated. Each student will be expected to prepare a term paper, and there will be an opportunity for oral presentation of some of these papers for class discussion.]

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in Chemistry 253 or 357.

Lecs: fall, M or F 8:00; spring, F 8:00 (all students attend first lecture); lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 p.m., Fall: Oct. 7, Nov. 11. Spring: 8:00 a.m. S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252 Elementary Experimental Organic Chemistry

Spring or summer. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251.

Lec, M 8:00; lab, M T W or R 1:25-4:25. Prelims: 8 a.m. S. Russo.

A continuation of Chemistry 251.

CHEM 253 Elementary Organic Chemistry

Fall or summer. 4 credits. Primarily for students in the biological curricula. Prerequisite: Chemistry 208 or 216.

Lecs, M W F S 10:10. Prelims: 7:30-9 p.m., Sept. 23, Oct. 19, Nov. 16. D. A. Usher.

The occurrence and properties of organic molecules and the mechanisms of organic reactions, including a brief introduction to the organic chemistry of biological systems.

Note: Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students may earn 6 credits by taking Chemistry 251-253 or 8 credits by taking Chemistry 357, 358 and 251 or 253, 251, and 252.

CHEM 255 Elementary Organic Chemistry

Fall or summer. 2 credits.

Same course as Chemistry 253, but to be taken for reduced credit by students already having 3 credits for Chemistry 357.

CHEM 287-288 Introductory Physical Chemistry

287, fall; 288, spring. 3 credits each term.

Prerequisites: Chemistry 208 or 216 and Mathematics 111-112, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287 or 389.

Lecs, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25, T 9:05. Prelims: 7:30-9 p.m., 287: Sept. 30, Nov. 4, Nov. 30. 288: Feb. 17, March 17, April 21. Fall: A. Kuki; spring: B. A. Baird.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and the quantum mechanics of the periodic table and chemical bonding. In the spring the course will be oriented to the application of physical chemistry to biological systems. Chemistry 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

289, fall; 290, spring. 2 credits each term.

Lecs: fall, R 8 a.m.; spring, R 9:05. Lab: fall, M T 1:25-4:25; spring, M T W R F 1:25-4:25. Fall: A. C. Albrecht; spring: J. H. Freed.

Quantitative and qualitative methods basic to the experimental study of physical chemistry.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry.

Lec, F 12:20; lab, M T W R 12:20-4:25 or T R 8-12. Prelim: 12:20, Nov. 19. J. M. Burlitch.

Gravimetric, volumetric, spectrophotometric, and potentiometric methods are emphasized. Lectures and problem sets stress the relationship between theory and applications.

CHEM 301 Experimental Chemistry I

Spring. 4 credits. Prerequisites: Chemistry 216 or 300, and 253 or 357 or 359.

Lecs, M W F 8; 2 labs, M W 1:25-4:25 or T R 8-11 or 1:25-4:25. Prelims: 8 a.m., Apr. 23. C. F. Wilcox.

An introduction to the techniques of synthetic organic chemistry. A representative selection

of the most important classes of organic reactions will be explored in the laboratory. The theoretical basis for these reactions and for the separation techniques used will be discussed in the lectures.

CHEM 302 Experimental Chemistry II

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301.

Lecs, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 1:25-4:25. C. F. Wilcox.

Instrumental methods of analysis, including optical spectroscopy, atomic absorption, NMR, mass spectrometry, gas chromatography, and electrochemical methods.

CHEM 303 Experimental Chemistry III

Spring. 4 credits. Each lab limited to 11 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible.

Lecs, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 9:00-12:00 or T R 1:25-4:25.

D. B. Zax.

An introduction to measurement strategies in physical chemistry as applied to kinetics, spectroscopy, the dynamics of photo-excited states, and the dielectric properties of matter. The principles and assembly of electronic, optic, computer, and vacuum line equipment will be studied.

CHEM 357-358 Introductory Organic Chemistry

357, fall; 358, spring. 3 credits each term.

Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357; recommended: concurrent registration in Chemistry 252 or 301.

Lecs, M W F 9:05; optional rec may be offered. Prelims: 7:30-9 p.m., Sept. 23, Oct. 19, Nov. 16, Feb. 17, March 15, April 19. Fall: J. M. J. Fréchet; spring: J. E. McMurry.

A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

Note: Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students will not be permitted to take Chemistry 358 after completing Chemistry 253.

CHEM 359-360 Organic Chemistry I and II

359, fall; 360, spring. 4 credits each term.

Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359. Recommended: coregistration in Chemistry 300-301-302.

Lecs, M W F 9:05; makeup lec, W 7:30 p.m. Prelims: 9:05 a.m., Sept. 22, Oct. 22, Nov. 22, Feb. 16, March 16, April 25. Fall: C. F. Wilcox; spring: T. P. Begley.

A rigorous and systematic study of organic and organometallic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

CHEM 389-390 Physical Chemistry I and II

389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221-222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389.

Lecs, M W F 10:10; rec, M or W 1:25, or T 9:05. Prelims: 7:30-9 p.m., 389: Sept. 30, Nov. 4, Nov. 30. 390.1: Feb. 22, April 7, April 28. 390.2: Feb. 17, March 15, April 19. Fall: R. F. Loring; spring: 390.1: P. L. Houston, 390.2: M. Duncan.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry. In the spring, there will be two lectures; lecture 02 will be for engineering students only.

[CHEM 405 Techniques of Modern Synthetic Chemistry]

Spring. 3 or 6 credits. Not offered 1993-94. Enrollment limited. Prerequisites: Chemistry 302 and permission of instructor. To receive three credits, students must perform a minimum of three two-week experiments. Six credits will be given for three additional experiments. Completion of five exercises in elementary glass-blowing will count as one experiment.

Lab time required: 16 hours each week, including at least two 4-hour sessions in one section (M W 1:25). First meeting will be at 1:30 on first class day of semester. Lec, first week only, at times to be arranged. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, sol-gel, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.]

CHEM 410 Inorganic Chemistry

Fall. 4 credits. Prerequisites: Chemistry 253, 358 or 360, and 287 or 390.

Lecs, M W F 11:15. J. M. Burlitch. A systematic study of the synthesis, structure, bonding, reactivity and uses of inorganic and organometallic compounds.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 389-390, or Chemistry 287-288, and Chemistry 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 433 Introduction to Analytical Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 477 Introduction to Physical Chemistry Research

Fall or spring. 2-4 credits. Prerequisite: Chemistry 390 with an average of B- or better or permission of instructor. Selected faculty. Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 498 Honors Seminar

Spring. No credit. Admission by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject.

W 2:30-4. B. Widom.

Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

CHEM 600-601 General Chemistry Colloquium

600, fall; 601, spring. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

R 4. L. Philips.

A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguished visitors and faculty members.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: Chemistry 389-390 or equivalent or permission of instructor.

Lecs, M W F 11:15. R. C. Fay.

Selected topics in structure, bonding, and reactivity of inorganic compounds with emphasis on main group elements; at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level of Cotton's *Chemical Applications of Group Theory*.

CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Inorganic and Organotransition Metal Compounds

Fall. 4 credits.

Lecs, M W F 10:10. P. T. Wolczanski.

Synthesis, structure, and reactivity of coordination compounds and organometallic complexes. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

[CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry]

Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor. Not offered 1993-94.

Lecs, M W F 12:20. F. J. DiSalvo.

The third of a three-term sequence. Interdisciplinary approach to solids. Topics include

solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.]

[CHEM 622 Chemical Communication (also Biological Sciences 623)]

Fall. 4 credits. Limited to 30 students.

Prerequisites: Chemistry 358 or 360 and Biological Sciences 102. Intended primarily for research-oriented students. Offered alternate years. Not offered 1993-94.

Lecs, M W F 1:25. J. Meinwald, T. Eisner. The production, transmission, and reception of chemical signals in communicative interactions of animals, plants, and microorganisms. Communication involving insects is emphasized. Specific topics are treated, with varying emphasis on chemical, biochemical, neurobiological, ecological, and evolutionary principles.]

CHEM 625 Advanced Analytical Chemistry I

Fall. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent.

Lecs, M W F 9:05; occasional prelims T 7:30 p.m. D. B. Zax.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

[CHEM 627 Advanced Analytical Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent. Not offered 1993-94.

Lecs, T R 10:10; problem sessions and exams, T 7:30 p.m.

Modern analytical methods for molecular characterizations, including electron, Mossbauer, and Fourier spectroscopy; mass spectrometry; methods applicable to macromolecules; information theory.]

CHEM 628 Advanced Analytical Chemistry III (also Nutritional Sciences 690)

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390, or Chemistry 208 and Mathematics 112, or permission of instructor.

Lecs, T R 10:10. J. T. Brenna.

Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solids mass spectrometry, high precision isotope ratio techniques, activation analysis, microscopic, microprobe, and electron spectroscopy. Applications to biological and solid state problems.

[CHEM 629 Electrochemistry]

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Not offered 1993-94.

Lecs, T R 8:40-9:55. H. D. Abruna. Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, and diffusion. A wide range of techniques and their application as well as instrumental aspects will be covered.]

CHEM 650-651 Organic and Organometallic Chemistry Seminar

650, fall; 651, spring. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

M. T. Begley.

A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

CHEM 665 Advanced Organic Chemistry
Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360, and 390 or equivalents or permission of instructor.

Lecs, M W F 12:20. D. B. Collum.

A survey of reaction mechanisms and reactive intermediates in organic chemistry.

CHEM 666 Synthetic Organic Chemistry
Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 665 or permission of instructor.

Lecs, T R 8-9:30. D. B. Collum.
Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

CHEM 668 Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisite: Chemistry 360 or equivalent.

Lecs, T R 8:30-10; and occasionally M 8 p.m. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, the biosynthesis of penicillin, chlorophyll, methane, ethylene and amino acids. The application of chemical principles to understanding biological processes will be emphasized.

CHEM 671 Synthetic Polymer Chemistry (also Materials Science and Engineering 671 and Chemical Engineering 675)

Spring. 4 credits. Prerequisite: Chemistry 359-360 or equivalent or permission of instructor; recommended: Materials Science and Engineering 620.

Lecs, T R 8:30-10. D. Sogah.

Modern concepts in synthetic polymer chemistry. The application of organic synthesis to the development of new polymers and copolymers and the control of their architecture. Chain and step-growth polymerizations, reactions of polymers, block and graft copolymers. A broad spectrum of applications from recent literature will also be discussed.

[CHEM 672 Kinetics and Regulation of Enzyme Systems

Fall. 4 credits. Primarily for graduate students in Chemistry and Biochemistry. Prerequisite: Chemistry 390, Biological Sciences 331, or equivalents or permission of instructor. Not offered 1993-94.

Lecs, M W F 9:05. B. A. Baird.

Protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme

catalysis and regulation; role of cell membrane receptors in regulating cellular activities.]

[CHEM 677 Chemistry of Nucleic Acids
Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Not offered 1993-94.

Lecs, M W 10-11:10. D. A. Usher.

Properties, synthesis, reactions, and biochemical reactions of nucleic acids.]

CHEM 678 Statistical Thermodynamics
Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents.

Lecs, M W F 9:05-10. J. H. Freed.

Principles of statistical thermodynamics. Ensemble averages, Boltzmann distribution, partition functions, and thermodynamic quantities. Ideal gases and crystals. Evaluating thermodynamic properties from spectroscopic and structural data. Chemical equilibrium. Dense gases; the second virial coefficient. Statistical mechanics of solutions. Bose-Einstein statistics: photons, phonons. Fermi-Dirac Statistics: electrons in metals. At the level of *Introduction to Statistical Thermodynamics* by Hill.

CHEM 681 Physical Chemistry III

Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 213 and Physics 208; or equivalents.

Lecs, M W F 10:10. L. A. Philips.

An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Quantum Chemistry*, by Levine.

[CHEM 686 Physical Chemistry of Proteins

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. S-U grades. Letter grades for undergraduates. Offered alternate years. Not offered 1993-94.

Lecs, M W F 8, and occasionally W 7:30 p.m.

Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.]

CHEM 700 Baker Lectures

Fall, on dates to be announced. No credit. Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term. This year's lecturer: Dr. John E. Bercaw of Cal Tech.

[CHEM 701-702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry

701, fall; 702, spring. No credit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry. Not offered 1993-94.

Hours to be arranged. Fall: P. L. Houston; spring: G. S. Ezra.]

[CHEM 716 Special Topics in Advanced Inorganic Chemistry

Fall. 3 credits. Not offered 1993-94.

Lecs, M W F 9:05.

Topics vary.]

[CHEM 745 Physical Polymer Science I (also Chemical Engineering 745)

Fall. 3 credits. Prerequisite: a graduate-level thermodynamics statistical course. Not offered 1993-94.

Lecs, to be arranged. C. Cohen.

Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomenon.]

CHEM 762 Special Topics in Organic Chemistry: Fundamentals of Polymer Chemistry

Fall. 4 credits.

Lecs, T R 8:30-10:00.

Topics vary.

CHEM 765 Physical Organic Chemistry I

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor.

Lecs, M W F 10:10. B. K. Carpenter.

Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.

[CHEM 766 Physical Organic Chemistry II

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 1993-94. Quantitative aspects of organic chemistry.]

[CHEM 774 Chemistry of Natural Products

Fall. 3 credits. Primarily for graduate students. Prerequisites: Chemistry 665-666. Not offered 1993-94.

Lecs, T R 12:20.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.]

CHEM 780 Principles of Chemical Kinetics

Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor.

Lecs, T R 10:00-11:15. P. L. Houston.

Principles and theories of chemical kinetics; special topics such as surface reactions, photochemistry, enzymatic reactions, energy transfer, and molecular beams.

CHEM 782 Special Topics in Biophysical and Bioorganic Chemistry

Spring. 3 credits.

Lecs, T R 11:15. A. Kuki.

Topics vary from year to year.

CHEM 789 X-ray Crystallography

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Offered alternate years.

Lecs, M W F 10:10. J. Clardy.

A beginning course in the application of X-ray crystallography to structural chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and theoretical aspects are illustrated by conducting an actual structure determination as a classroom exercise.

CHEM 791 Spectroscopy

Spring. 4 credits. Prerequisite: Chemistry 793 or Physics 443 or equivalent.

Lecs, M W F 10:10–11. G. S. Ezra.

The course will explore the interaction of light with matter. We will start with the quantum mechanical foundations of spectroscopy and follow with a detailed treatment of a variety of different spectroscopies including the study of rotation, rotation and vibration, and electronic spectra of polyatomics. As time and interest allow, we will cover special topics such as magnetic resonance, non-linear and spectroscopies, and the molecular symmetry group. At the level of Kroto's *Molecular Rotation Spectra*.

[CHEM 792 Molecular Collision Theory

Spring. 4 credits. Not offered 1993–94.

Lecs, T R 10:10–11:25. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

CHEM 793 Quantum Mechanics I

Fall. 4 credits. Prerequisites: Chemistry 681, coregistration in Mathematics 421 or equivalents or permission of instructor.

Lecs, M W F 11:15. G. S. Ezra.

Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle, Born-Oppenheimer approximation. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and the equivalent of or coregistration in Physics 432 and Mathematics 422, or permission of instructor.

Lecs, M W F 9:05. A. C. Albrecht.

Quantum structure of atoms and molecules. Time-dependent phenomena in quantum mechanics and light-matter interaction. Spectroscopies. Group theory. At the level of Weissbluth's *Atoms and Molecules*, Levine's *Quantum Chemistry*, and Sakurai's *Modern Quantum Mechanics*.

CHEM 796 Statistical Mechanics

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 793 or equivalent.

Lecs, T R 8:30–9:55. R. Loring.

Statistical mechanics of systems of interacting particles. Structure and thermodynamics of classical liquids. Nonequilibrium statistical mechanics and linear response theory, with applications to transport processes, spectroscopy, and chemical dynamics in liquids. Phase transitions and critical phenomena. This course provides a survey of topics in modern statistical mechanics. Students are presumed to have taken a course in statistical thermodynamics at the level of the first ten chapters of *Statistical Mechanics*, by McQuarrie.]

[CHEM 798 Special Topics in Physical Chemistry: Phase Transitions and Phase Equilibrium

Spring. 4 credits. Prerequisite: Chemistry 678 and 796 or the equivalent. Not offered 1993–94.

Lecs, T R 10:10–11:25. B. Widom.

Modern statistical mechanical and thermodynamic theories of phase transitions, phase coexistence, and interfacial structure.]

CHINESE

See Modern Languages and Linguistics.

FALCON Program: 255–6457; C. Shih, 213 Morrill Hall, 255–4230; J. Wheatley, 416 Morrill Hall, 255–9301.

CLASSICS

G. Davis, chair; L. S. Abel, F. M. Ahl, K. Clinton, J. E. Coleman, J. R. Ginsburg, I. Hohendahl, P. Keyser, G. M. Kirkwood (emeritus), H. Koliass, P. I. Kuniholm, D. Mankin (director of undergraduate studies), G. M. Messing (emeritus), C. Minkowski, P. T. Mitsis, A. Nussbaum, H. Pelliccia, P. Pucci, C. Rapp, J. S. Rusten (graduate faculty representative), D. R. Shanzer

Oliver Taplin, Townsend Lecturer

Iakavos Vasilou, Mellon Fellow

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint upon subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With nineteen faculty members, together with professors of related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages and Linguistics, and Near Eastern Studies and in the Archaeology, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers: in law, teaching, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollegiate Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and

Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered, of course; and for the more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

Classics

Those who major in Classics must complete 24 credits in advanced Greek or Latin (numbered 201 or above) and 15 credits in related subjects selected in consultation with the adviser.

Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical civilization, Classical archaeology, Latin, and Greek; and (c) 15 credits in related subjects selected in consultation with the adviser.

Greek

Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin).

Latin

Requirements for the major in Latin parallel those of the major in Greek.

Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B+ or better, and who have demonstrated superior performance in Classical courses (Greek, Latin, and Classical Civilization), submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester. The chair will appoint a committee of three faculty members for each candidate, and the committee will be responsible for evaluating the candidate's

proposal and subsequently supervising his or her work. At the completion of the honors thesis, which must demonstrate knowledge of the main bibliographical sources, give promise of scholarly talent, and show creativity, the committee will determine the level of honors to be awarded.

Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through Cornell Abroad in Greece at the Athens Centre. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) and a certain amount of aid made possible by gifts from the Constantinos C. Polychronis Foundation are normally available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These six-week courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by April 1.

Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin, ancient Greek, and modern Greek courses is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

Freshman Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Writing Seminar Program brochures and the Summer Session catalog for times, instructors, and descriptions.

Classical Civilization

CLASS 100 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits.

I. Hohendahl.

This course gives the student with no knowledge of the Classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to

how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

CLASS 102 Bioscientific Terminology

Summer. 3 credits. H. Roisman.

A study of the Greek and Latin word elements that combine to form most of the specialized terms in the biological sciences. The student who learns the meanings of those elements and the rules of word formation usually can recognize the basic meaning of any unfamiliar word in that field. The class also gives attention to misformations and words still in use that reflect outmoded scientific theories.

CLASS 211 The Greek Experience

Fall. 3 credits.

F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

CLASS 212 The Roman Experience

Spring. 3 credits.

D. Mankin.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.

CLASS 217-218 Initiation to Greek and Roman Cultures

Limited to 18 students. These courses are intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted) and may be taken independently of one another. Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall. Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one-hour (occasionally two-hour) session, during which the class will participate in workshops with specially invited guests.

CLASS 217 Initiation to Greek Culture

Fall. 4 credits.

P. Pucci, I. Vasiliou.

This course will examine the development in Greek thought from mythological to philosophical explanations of the world and man's place in it. Readings will include Homer, Aeschylus, Sophocles, Euripides, the pre-Socratics, Plato, and Aristotle, as well as works by such seminal modern thinkers as Hegel, Nietzsche, Heidegger, and Derrida.

CLASS 218 Initiation to Roman Culture

Spring. 4 credits.

Staff.

[CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223)

3 credits. Students may not obtain credit for both this course and Classics 123. Not offered 1993-94; next offered 1994-95.

J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Holly-

wood in the thirties and forties. Chief topics will be: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.]

[CLASS 235 Modern Greek Poetry and Politics (also Comparative Literature 235)

3 credits. Not offered 1993-94.

G. Holst-Warhaft.]

CLASS 236 Greek Mythology (also Comparative Literature 236)

Fall or summer. 3 credits.

D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237)

Spring. 3 credits.

K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabiroi, the Great Gods of Samothrace, and Bacchic rites.

CLASS 238 The Ancient Epic and Beyond

Fall. 3 credits.

H. Pelliccia.

We will move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including the British poet Christopher Logue's "account" of the opening books) and *Odyssey*, we will continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time will have us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.

[CLASS 245 Greek and Roman Historians

3 credits. Not offered 1993-94.

J. Ginsburg.]

CLASS 247 Byzantine History and Culture

Spring. 3 credits.

C. Rapp.

From 312 to 1453, the Byzantine Empire was a major force in the Eastern Mediterranean and played a decisive role in the history, politics, and culture of Western Europe. This course traces the political, economic, and social development of the Byzantine state, its religious foundations and cultural expressions in art and literature, and its influence on the Western Middle Ages and the Renaissance and its legacy in the Modern World.

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #

4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1993-94; next offered 1994-95.

K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

[CLASS 339 Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Comparative Literature 339) #

4 credits. Not offered 1993-94; next offered 1994-95.

F. Ahl.

The aim is not only to provide an introduction to the comedy, satire, and other humorous writing in Greek and Roman literature, but to discuss the ancient works in light of modern theories of comedy and laughter. Discussion of the nature of laughter itself in light of both ancient and modern scholarship on the subject, from Plato's *Philebus* to Freud's *Wit and Its Relation to the Unconscious* and Koestler's *The Act of Creation*. Examination of select works and passages of Homer, Euripides, Aristophanes, Hierocles, Lucian, Plautus, Nonnus, Horace, Martial, Juvenal, and Petronius.]

[CLASS 340 Democracy and Justice in Ancient Greece (also Government 360) #

4 credits. Prerequisite: one of the following: survey of Greek history, a course in Greek civilization, a course in political theory or comparative politics, or permission of instructor. Not offered 1993-94; next offered 1994-95.

L. Abel.

The Greek word *politeia* means "constitution," but not a single written document. It means the form of political life within a state. This course will survey briefly the variety of forms of political life in ancient Greece from the time of Homer to the Classical fourth-century Athenian democracy. The majority of time will be devoted to the history, functioning, and assessment of the Athenian democracy and Athenian law. The second major topic will be the constitution of Sparta and its role as the alternative to democracy. As each constitution is studied, the role of women and ideas of justice within the state will be considered. Required readings will be in translation.]

[CLASS 363 Representations of Women in Ancient Greece and Rome (also Women's Studies 363) #

Spring. 4 credits.

L. S. Abel, J. Ginsburg.

Classical authors created and left behind powerful images of women and of what women ought and ought not to be. These writers also provide fleeting insights into the

real lives of women in antiquity. In this course, we will examine the ancient evidence in order to trace the origin of some Western attitudes about women and to analyze the assumptions that underlie the representations of women in ancient Greece and Rome. How are these images constructed and how do they work? How can we use the ancient evidence to assess the real lives and social roles of women in antiquity?

[CLASS 382 Greeks, Romans, and Victorians (also Comparative Literature 382) #

Spring. 4 credits.

F. Ahl.

Modern popular and scholarly views of Greek and Latin literature were shaped in the Victorian years of the nineteenth century, between the years of Republican and Marxist revolution. This course explores some of the ways in which nineteenth-century social and intellectual upheavals, and changes in scholarly techniques and approaches, may have affected how English and Irish writers presented Greco-Roman antiquity and, especially, how they began to discard an idealized past based on a Roman model for one based on a Greek model. The focus will be on poets and dramatists (and a few artists and novelists) rather than on philosophers and scientists. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of writers such as Thomas More, Shelley, Byron, Swinburne, Arnold, Tennyson, W. S. Gilbert, Oscar Wilde, Samuel Butler, and others, including important artists such as Aubrey Beardsley.

[CLASS 390 Comparative Sanskrit Myth and Epic (also Asian Studies 390) @#

Fall. 4 credits.

C. Minkowski.

Readings in translation from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*, and from the main cycles of the *Puranas*, the Sanskrit mythological literature. Special attention will be given to parallels and comparisons with Greek myth and epic, especially Homer and Hesiod. Classics 236 or 238 would be useful as background, but not presupposed.

[CLASS 391 Classical Indian Narrative (also Asian Studies 391) @#

4 credits. Not offered 1993-94; next offered 1994-95.

T R 1:25-2:40. C. Minkowski.

Readings in translation from the principal story literature of ancient India. Sources will include the Vedas, the Buddhist Jatakas, the Sanskrit epics, the *Kathasaritsagara*, the *Pancatantra*, and related collections. Attention will be given to comparisons with early Greek narrative, and to the diffusion of Indian narrative through the world's literatures.]

[CLASS 395 Classical Indian Philosophical Systems (also Asian Studies 395 and Religious Studies 395) @#

4 credits. Some background in philosophy or in classical Indian culture is desirable, but not required. Not offered 1993-94; next offered 1994-95.

C. Minkowski.

A survey of the traditions of philosophical inquiry in ancient India, especially Nyaya,

Sankhya, Mimamsa, and Vedanta. Topics will include: the origins in and relationship to the Vedas; the formation of distinct positions on such subjects as perception, language, identity, karma, and liberation; the dialogue with Buddhists, Jains, skeptics, materialists, cynics; new theistic models, particularly among the Saiva philosophers in Kashmir.]

[CLASS 406 Gender, Ethnicity, and Status in Roman Art (also History of Art 426 and Society for the Humanities 406) #

Fall. 3 credits.

N. Kampen.

The goal of this seminar is to understand the effects of the social categories of gender, race/ethnicity, and class on Roman art. The readings and reports focus on the way gender-, ethnicity-, and class-bound patronage, audience, and artistic practice interact to help shape monuments, and the way those monuments give physical form to social relationships and ideologies.

[CLASS 429 Aristotle's Ethical Philosophy Spring. 4 credits.

I. Vasilou.

The main goal of the course will be to gain an understanding of Aristotle's view of the nature of ethics. Aristotle clearly believes that his own substantive account of the virtues is the objectively correct one, but his justification for this claim is unclear. I will present an interpretation of Aristotle's *Nicomachean Ethics* that claims that Aristotle is not trying to address the moral skeptic. In addition to scholarly secondary literature on Aristotle, we will also consider some contemporary work in moral philosophy and spend some time comparing Aristotle's conception of ethics with Plato's. Knowledge of Greek is not required, although helpful. Some previous experience with philosophy is desirable.

[CLASS 447 Byzantium and Its Neighbors #

Fall. 4 credits.

C. Rapp.

An introduction to Byzantine history through the detailed study of the political and cultural relations between the Byzantine Empire and the Arabs, Bulgarians, Slavs, Franks, Crusaders, and Seljuk and Ottoman Turks. Reading a variety of Greek, Latin, Arabic, and Slavonic historical and literary sources in translation (historiography and chronography, epic, sermons, saints' lives) will also raise questions of historical interpretation.

[CLASS 459 The Language of Myth

4 credits. Not offered 1993-94.

P. Pucci.]

[CLASS 465-466 Independent Study in Classical Civilization, Undergraduate Level

465, fall; 466, spring. Up to 4 credits.

Hours to be arranged. Staff.

[CLASS 480 Roman Society and Politics under the Julio-Claudians #

4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1993-94.

J. Ginsburg.]

[CLASS 681 Patristic Seminar: Graduate 4 credits. Not offered 1993-94.]

CLASS 711-712 Independent Study for Graduate Students in Classical Civilization

711, fall; 712, spring. Up to 4 credits.
Hours to be arranged. Staff.

Greek

CLASS 101 Greek for Beginners

Fall. 4 credits.

F. Ahl.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 103 Attic Greek

Spring. 4 credits. Prerequisite: 101 or equivalent.

F. Ahl.

A continuation of Classics 101.

CLASS 104 Intensive Greek

Summer. 6 credits.

Staff.

An intensive introduction to the fundamentals of ancient Greek grammar. Prepares students in one term for 200-level Greek.

CLASS 111-112 Modern Greek

111, fall; 112, spring. 3 credits each term.

Fall, H. Kolias; spring, J. Rusten.

CLASS 201 Attic Authors #

Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent.

P. Pucci.

Selected readings from Greek prose and poetry writers.

[CLASS 202 The Greek New Testament (also Near Eastern Studies 220 and Religious Studies 202) #

3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor. Not offered 1993-94.

J. Rusten.]

CLASS 206 Herodotus #

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent.

K. Clinton.

Selected readings from Herodotus' *Histories*.

CLASS 209 Greek Composition

Spring. 3 credits. Prerequisite: One term of 200-level Greek or equivalent.

H. Pelliccia.

CLASS 213 Intermediate Modern Greek

Fall. 3 credits. Prerequisite: Classics 112 or placement by departmental examination.

H. Kolias.

This course, designed for students who have completed introductory modern Greek or have a reading knowledge of the language, will give attention to developing facility in conversational and written expression, usually in connection with assigned readings reflecting Greek history and culture.

[CLASS 301 Greek Historians #

4 credits. Prerequisite: one term of 200-level Greek. Not offered 1993-94.]

CLASS 302 Greek Tragedy #

Spring. 4 credits. Prerequisite: one term of 200-level Greek or equivalent.

P. Pucci.

Readings from Aeschylus' *Oresteia*.

[CLASS 303 Readings in Greek Rhetoric #

4 credits. Prerequisite: one term of 200-level Greek or equivalent. Not offered 1993-94.]

[CLASS 305 Attic Comedy #

4 credits. Prerequisite: one term of 200-level Greek or equivalent. Not offered 1993-94.]

[CLASS 306 Greek Lyric Poetry #

4 credits. Prerequisite: one term of 200-level Greek or equivalent. Not offered 1993-94.]

[CLASS 310 Greek Undergraduate Seminar #

4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. Not offered 1993-94.]

CLASS 311 Greek Philosophical Texts (also Philosophy 411) #

Fall or spring. Up to 4 credits. Prerequisites: knowledge of Greek and permission of instructor.

Hours to be arranged. T. H. Irwin.
Reading of Greek philosophical texts in the original.

CLASS 313 Greek Epic #

Fall. 4 credits. Prerequisite: Classics 206 or equivalent.

K. Clinton.

Readings from the *Odyssey*. Emphasis upon the nature of Homeric language and the literary interpretation of the poem.

CLASS 401-402 Independent Study in Greek, Undergraduate Level

401, fall; 402, spring. Up to 4 credits.

Hours to be arranged. Staff.

CLASS 417 Advanced Readings in Greek: Aristotle's Constitution of Athens #

Fall. 4 credits.

L. Abel, K. Clinton.

Reading and discussion of the *Constitution of Athens* and documents that illustrate the structure and institutions of the Athenian Polis. In connection with the reading of the documents, an introduction to the study of Greek inscriptions will be given.

[CLASS 419 Advanced Greek Composition

Fall. 3 credits. Prerequisite: Classics 209 or equivalent. Not offered 1993-94; next offered 1994-95.]

CLASS 442 Greek Philosophy #

Spring. 4 credits.

P. Pucci.

Aristophanes' *Clouds* and Plato's *Symposium*.

CLASS 618 Advanced Readings in Greek: Hellenistic Poetry

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor.

H. Pelliccia.

CLASS 671 Graduate Seminar in Greek: Thucydides

Fall. 4 credits.

J. Rusten.

CLASS 672 Graduate Seminar in Greek: Homer

Spring. 4 credits.

O. Taplin.

CLASS 701-702 Independent Study for Graduate Students in Greek

701, fall; 702, spring. Up to 4 credits.

Hours to be arranged. Staff.

Latin

CLASS 105 Latin for Beginners

Fall. 4 credits.

Staff.

An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

CLASS 106 Elementary Latin

Spring. 4 credits. Prerequisite: 105 or equivalent.

Staff.

A continuation of Classics 105, using readings from various authors.

CLASS 107 Intensive Latin

Spring or summer. 6 credits.

Spring: A. Nussbaum.

Prepares students in one term for 200-level Latin.

CLASS 205 Intermediate Latin #

Fall or summer. Prerequisite: Classics 106, 107, or placement by departmental examination.

Fall: J. Ginsburg; P. Keyser.

Readings in Latin prose.

[CLASS 207 Catullus #

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. Not offered 1993-94; next offered 1994-95.]

CLASS 208 Roman Drama #

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin.

J. Rusten.

CLASS 216 Vergil #

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin.

H. Pelliccia.

[CLASS 241 Latin Composition

Fall. 3 credits. Prerequisite: Classics 106, 107, or equivalent. Not offered 1993-94; next offered 1994-95.]

[CLASS 312 Latin Undergraduate Seminar

Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94; next offered 1994-95.]

[CLASS 314 The Augustan Age #

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94.]

[CLASS 315 Roman Satire #

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94.]

[CLASS 316 Roman Philosophical Writers #

Fall. 4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1993-94.]

CLASS 317 Roman Historiography: Suetonius and Tacitus #

Spring. 4 credits. Prerequisite: one term of 300-level Latin or permission of instructor.

J. Ginsburg.

Readings from Suetonius' *Lives of the Caesars* and Tacitus' *Annals*, with particular emphasis on the different aims and literary methods of biography and history. Should Suetonius' work be taken less seriously as a historical source than the narrative of his contemporary, Tacitus? Our understanding and appreciation of both writers will be enhanced if we attempt to place Suetonius and his work in the intellectual and cultural currents of his day rather than to see him as a failed narrative historian.

CLASS 318 Roman Elegy: Tibullus, Propertius, Ovid #

Fall. 4 credits. Prerequisite: two terms of 200-level Latin.
G. Davis.

[CLASS 338 Latin Undergraduate Seminar

Spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94.]

[CLASS 366 Late Latin: Epic after Vergil #

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94.
F. Ahl.]

[CLASS 368 Medieval Latin Literature #

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94.]

CLASS 411 Advanced Readings in Latin Literature: Cicero's Letters (also Classics 611) #

Fall. 4 credits.
J. Ginsburg.
Selections from Cicero's *Epistulae ad Atticum*, *ad Familiares*, and *ad Quintum fratrem*. Particular attention will be given to the letters as historical sources for the crisis of the late Republic, as a documentary record of the experiences of a remarkable personality and a master of literary expression. We will also examine, from both a historical and literary perspective, the different subgenres of Roman letter writing (letters of recommendation, *consolationes*, social and political gossip, serious political analysis) and the importance of audience.

[CLASS 412 Advanced Readings in Latin Literature: Martyrs, Wives, Virgins, Widows: Christian Women of the Later Roman Empire (also Religious Studies 412) #

4 credits. Not offered 1993-94.
D. Shanzer.]

CLASS 441 Advanced Latin Composition

Spring. 3 credits. For undergraduates who have completed Latin 241 and for graduate students.
D. Shanzer.

CLASS 451-452 Independent Study in Latin, Undergraduate Level

451, fall; 452, spring. Up to 4 credits.
Hours to be arranged. Staff.

[CLASS 468 Augustine's Confessions (also Religious Studies 468) #

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1993-94.
D. Shanzer.]

[CLASS 603-604 Topics in Late Antique and Medieval Latin Literature

4 credits each term. Not offered 1993-94; next offered 1994-95.
D. Shanzer.]

CLASS 611 Advanced Readings in Latin Literature: Cicero's Letters (also Classics 411)

Fall. 4 credits.
J. Ginsburg.
For description, see Classics 411. Students taking the course as 611 will be required to do additional work.

CLASS 679 Graduate Seminar in Latin: Textual Criticism and Palaeography

Fall. 4 credits.
D. Shanzer.

A practical introduction to editing Latin, including a survey of Latin palaeography (Capital, Cursive, Uncial, Half Uncial, Semi-Cursive, Insular, Merovingian, Visigothic, Beneventan, Caroline, Gothic, Bâtarde, and Humanistic Scripts). The theory of textual criticism will be studied, and students will produce critical editions of Latin texts from facsimiles and microfilms.

CLASS 680 Graduate Seminar in Latin: Ovid

Spring. 4 credits.
F. Ahl.

CLASS 751-752 Independent Study for Graduate Students in Latin

751, fall; 752, spring. Up to 4 credits.
Hours to be arranged. Staff.

Classical Art and Archaeology**[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #**

3 credits. Not offered 1993-94; next offered 1994-95.
J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500-1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaean, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.]

CLASS 220 Introduction to Art History: The Art of the Classical World (also History of Art 220) #

Spring. 3 credits.
A. Ramage.
For description, see History of Art 220.

[CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #

Fall. 3 credits. Students may not obtain credit for both this course and Classics 319. Not offered 1993-94.]

[CLASS 232 Archaeology in Action I (also Archaeology 232 and History of Art 224) #

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1993.
P. I. Kuniholm.]

[CLASS 233 Archaeology in Action II (also Archaeology 233 and History of Art 225) #

Spring. 3 credits. Prerequisite: permission of instructor. Not offered spring 1994.
P. I. Kuniholm.]

CLASS 309 Dendrochronology of the Aegean (also Archaeology 308 and History of Art 309)

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor.
P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised

reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

[CLASS 319 Minoan-Mycenaean Archaeology #

4 credits. Prerequisite: participants are expected already to have completed some course work in Mediterranean or Classical archaeology (e.g., Classics 219/Near Eastern Studies 267, Classics/History of Art 220). Students may not obtain credit for both this course and Archaeology/Classics/History of Art 221. Not offered 1993-94.
J. Coleman.]

[CLASS 320 The Archaeology of Classical Greece (also History of Art 320) #

Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220 or permission of instructor. Not offered 1993-94.
A. Ramage.]

[CLASS 322 Greeks and Their Neighbors (also History of Art 328) #

4 credits. Prerequisite: Classics 220 or 221, or permission of instructor. Not offered 1993-94.
J. Coleman.]

[CLASS 323 Painting in the Greek and Roman World (also History of Art 323) #

4 credits. Not offered 1993-94.
A. Ramage.]

[CLASS 325 Greek Vase Painting (also History of Art 325) #

4 credits. Prerequisite: previous enrollment in a History of Art or Classics course or permission of instructor. Not offered 1993-94.
A. Ramage.]

CLASS 326 Greek Cities and Towns (also History of Art 326) #

Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220.
J. Coleman.

Ancient Greek cities and towns from an archaeological perspective. Topics include the city in its geographical setting, the development of the fortified city, town planning, the Classical house and household, official and religious life versus private life, the territory and boundaries of cities and towns, regional states and leagues, warfare between cities and regions, and roads and sea routes. Examples will mostly be drawn from Athens/Attica and central Greece. Two short oral presentations, presented after consultation in written form, and a final examination.

CLASS 327 Greek and Roman Coins (also History of Art 327) #

Spring. 4 credits. Prerequisite: History of Art 220 or Classics 220 or permission of instructor.
A. Ramage.
For description, see History of Art 327.

[CLASS 329 Greek Sculpture (also History of Art 329) #

4 credits. Not offered 1993-94.]

CLASS 350 Arts of the Roman Empire (also History of Art 322) #

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor.
A. Ramage.
For description, see History of Art 322.

[CLASS 356 Practical Archaeology (also Archaeology 356)

4 credits. Prerequisite: one course in archaeology. Not offered 1993-94.
J. Coleman.]

CLASS 360 Field Archaeology in Greece (also Archaeology 360) #

Summer. 6 credits.

J. Coleman.

A six-week archaeological field training program in conjunction with the Cornell Halai and East Lokris Project. For information and application forms, contact Professor John E. Coleman, Department of Classics, 120 Goldwin Smith Hall.

CLASS 423 Ceramics (also Archaeology 423 and History of Art 423)

Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220 or permission of instructor.

A. Ramage.

For description, see History of Art 423.

[CLASS 432 Sardis and the Cities of Asia Minor (also Archaeology 432 and History of Art 432) @#

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

A. Ramage.]

CLASS 434 The Rise of Classical Greece (also Archaeology 434 and History of Art 434) #

Spring. 4 credits. Recommended: Classics 220 or 221, History of Art 220 or 221, or permission of instructor.

P. I. Kuniholm.

For description, see History of Art 434.

[CLASS 435 Seminar on Roman Art and Archaeology (also History of Art 427) #

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

A. Ramage.]

CLASS 475-476 Independent Study in Classical Archaeology, Undergraduate Level

475, fall; 476, spring. Up to 4 credits. Hours to be arranged. Staff.

CLASS 629 Eastern Mediterranean Prehistory (also Archaeology 629) #

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor.

J. Coleman.

A seminar on the "neolithic revolution" in the Near East, which will focus on the Paleolithic background to, and the gradual evolution of, a settled way of life in the Near East (Iraq/Iran, the Levant, Anatolia, Cyprus, and Greece) after the end of the last Ice Age. Emphasis will be on the social aspects of the domestication of plants and animals and the establishment of the earliest villages and towns. Topics will include village organization, religion, gender roles, and the development of specialized crafts.

[CLASS 630 Graduate Seminar in Classical Greek Archaeology

4 credits. Not offered 1993-94.

J. Coleman.]

CLASS 721-722 Independent Study for Graduate Students in Classical Archaeology

721, fall; 722, spring. Up to 4 credits. Hours to be arranged. Staff.

Greek and Latin Linguistics**[CLASS 405 Vulgar Latin #**

4 credits. Not offered 1993-94.]

CLASS 421 Greek Comparative Grammar (also Linguistics 609) #

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.

[CLASS 422 Latin Comparative Grammar (also Linguistics 610) #

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1993-94; next offered 1995-96.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

[CLASS 424 Italic Dialects (also Linguistics 612) #

4 credits. Not offered 1993-94; next offered 1994-95.

A. Nussbaum.]

[CLASS 425 Greek Dialects (also Linguistics 611) #

4 credits. Not offered 1993-94.

A. Nussbaum.]

[CLASS 426 Archaic Latin (also Linguistics 614) #

4 credits. Prerequisite: reading knowledge of Latin. Not offered 1993-94.

A. Nussbaum.]

[CLASS 427 Homeric Philology (also Linguistics 613) #

4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1993-94; next offered 1995-96.

A. Nussbaum.]

[CLASS 429 Mycenaean Greek (also Linguistics 615) #

4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 1993-94; next offered 1994-95.

A. Nussbaum.]

Sanskrit**CLASS 131-132 Elementary Sanskrit (also Sanskrit 131-132)**

131, fall; 132, spring. 4 credits each term.

Fall, A. Nussbaum; spring, C. Minkowski.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

[CLASS 251-252 Intermediate Sanskrit (also Sanskrit 251-252) @#

251, fall; 252, spring. 3 credits each term.

Prerequisite: Classics 132 or equivalent. Not offered 1993-94; next offered 1994-95.

C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]

CLASS 403-404 Independent Study in Sanskrit, Undergraduate Level (also Language 300)

403, fall; 404, spring. Up to 4 credits.

Hours to be arranged. C. Minkowski.

CLASS 703-704 Independent Study for Graduate Students in Sanskrit (also Language 300)

703, fall; 704, spring. Up to 4 credits.

Hours to be arranged. C. Minkowski.

Also see Classics 390, 391, and 395 (Classical Civilization listings).

Honors Courses**CLASS 370 Honors Course**

Spring. 4 credits. To be taken in the junior year.

A program of reading and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

CLASS 471 Honors Course

Fall. 4 credits. To be taken in the senior year.

A continuation of Classics 370, with change of author or topic.

CLASS 472 Honors Course: Senior Essay

Spring. 4 credits. For students who have successfully completed Classics 471. Topics must be approved by the student's honors committee at the end of the first term of the senior year.

Related Courses in Other Departments and Programs

See listings under:

Archaeology
Comparative Literature
English
History
History of Art
Medieval Studies
Modern Languages and Linguistics
Near Eastern Studies
Philosophy
Religious Studies
Society for the Humanities
Women's Studies

COMPARATIVE LITERATURE

G. Davis, W. Cohen, W. Kennedy, graduate faculty representative (163 Goldwin Smith Hall, 255-3398); C. Arroyo, A. Caputi (Emeritus), C. Carmichael, director of undergraduate studies (139 Goldwin Smith, 255-8265); D. Castillo, (141 Goldwin Smith Hall) 255-5798; J. Culler, B. deBary, H. Foster, G. Gibian, D. Grossvogel, P. Hohendahl, W. Holdheim (Emeritus), J. Monroe, J. Porté, E. Rosenberg, L. Waugh, W. Wetherbee

Also cooperating: F. Ahl, D. Bathrick, J. Bishop, K. Brazzell, N. Brinkley, P. Carden, C. Chase, J. Devenyi, S. Gilman, M. Hays, A. R. Jones, C. Lazzaro, F. Malti-Douglas, D. Mankin, T. McCall, J. Najemy, L. Olschner, N. Pollak, N. Saccamano

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses variously stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. The departmental offerings reflect current interdisciplinary approaches to literary study, hermeneutics, rhetorical analysis, semiotics,

deconstruction, Marxism, reception aesthetics, feminism, formalism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 1993–94 the core course is Comparative Literature 365 [fall], to be taken by all majors either in the spring term of their junior year or the fall term of their senior year. Students may enroll in both core courses.
- 3) Five courses in literature or other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.).
- 4) A senior essay (Comparative Literature 493) of roughly fifty pages, to be written during the senior year under the direction of the student's adviser.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., Comparative Literature 201–202: Great Books, Comparative Literature 210: Ancients and Moderns); intensive study of a single genre, (e.g., Comparative Literature 320: Introduction to Caribbean Poetry, Comparative Literature 363–364: The European Novel); Comparative Literature 365: Contemporary Fiction; analysis of problems in literary theory (e.g., Comparative Literature 302: Literature and Theory, Comparative Literature 381: Marxist Cultural Theory, and Comparative Literature 402: Theories of Rhetoric)
- 2) a second foreign language, especially for students interested in graduate work in literature.

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the student's achieving grades of at least B+ in the senior essay and in course work for the major, and on overall academic performance at Cornell.

Freshman Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Writing Program" for a full description of the freshman writing seminar program.

Courses

[COM L 150 Introduction to Cultural Studies (also Society for the Humanities 150)]

4 credits. Does not satisfy the freshman writing seminar requirement, but will satisfy the distribution requirement. Not offered 1993–94.

T R 10:10–11:25. W. Cohen.]

COM L 201–202 Great Books (201 by petition for breadth requirement)

201, fall; 202, spring. 4 credits. Comparative Literature 201 and 202 may be taken independently of each other.

Fall: M W F 10:10–11. N. Brinkley.

Spring: M W 10:10–11. Discussion

sections: F 10, 11, 12. W. Cohen.

201: Seminal texts of the Judeo-Christian West come into relief most powerfully when read with and against major texts of non-Western cultures. We will attempt an overview of the shift in northern Mediterranean cultures from pre-Platonic to Platonic periods, with comparative readings of tales and epic from other parts of the Mediterranean basin and Mesopotamia, in particular the *Torah*, ancient Egyptian literature, and the *Epic of Gilgamesh*. From there, we will compare the lyric of India, Iran, China, Greece, and Rome, including the *Rig Veda*, the *Book of Songs*, Sappho, and Catullus. The third unit will treat the articulation of ancient European and Near Eastern textual traditions within the later texts of Christian Europe, North Africa, and Asia Minor, in the Christian Gospels, the epistles of Paul of Tarsus, and the *Confessions* of Augustine of Hippo. In tandem with these, we will read the contemporary *Bhagavad Gita* and selections from Chuang-Tzu. The final segment will explore the diverse directions of medieval lyric and holy writ from Arabia (*The Golden Odes*, *Koran*), Japan (*Tale of Genji*), Iran (*Book of Kings*), Mali (*Sundiata*), Italy (*Inferno*), and the Yucatán peninsula (*Popol Vuh*).

202: World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. A central concern will be the globalization of European literary forms. Probable authors: Camoens, Shakespeare, Behn, Voltaire, Melville, Conrad, Tagore, Lu Hsun, Borges, Césaire, Mahfouz, Soyinka, Enichi, Erdrich, and selected lyric poets.

[COM L 207 Introduction to Twentieth-Century Poetry (also English 207)]

3 credits. Not offered 1993–94.

R. Gilbert and J. Monroe.]

[COM L 210 Ancients and Moderns]

4 credits. Not offered 1993–94.

W. J. Kennedy.]

[COM L 223 The Comic Theater (also Classics 223 and Theatre Arts 223)]

3 credits. Students may not obtain credit for both this course and Classics 123.

J. Rusten. Not offered 1993–94; next offered 1994–95.]

[COM L 234 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also Near Eastern Studies 234, Spanish Literature 240, and Religious Studies 234)]

3 credits. Not offered 1993–94.

R. Brann.

For description, see Near Eastern Studies 234.]

[COM L 235 Modern Greek Poetry and Politics (also Classics 235 and Government 335)]

3 credits. Not offered 1993–94.

G. Holst-Warhaft.]

COM L 236 Greek Mythology (also Classics 236)

Fall. 3 credits.

T R 11:40–12:55. D. Mankin.

For description, see Classics 236.

[COM L 302 Literature and Theory (also English 302/702)]

4 credits. Not offered 1993–94.

J. Culler.]

[COM L 313 The Japanese Film (also Asian Studies 313, Theatre Arts 313)]

4 credits. Not offered 1993–94.

B. DeBary.

For description, see Asian Studies 313.]

COM L 320 Introduction to Caribbean Poetry @

Spring. 4 credits.

T R 10:10–11:25. G. Davis.

The primary aim of this course is to introduce major authors and themes in Caribbean poetry against the background of the historical and cultural interactions between Europeans and people of African descent in the New World. Select masterworks of four contemporary poets will be the main focus of our detailed readings: Derek Walcott, Edward Brathwaite, Aimé Césaire, and Nicolás Guillén. Topics to be explored in class discussions will include the relation of "creole" to metropolitan languages, the problem of cultural identity, the postcolonial subject, the amalgamation of European and African cultural traditions, and the quest for an "authentic" Caribbean voice. In addition to the poetry, the class will study a small selection of West Indian novels and films that provide a concrete sense of place and social context (e.g., Jamaica Kincaid's *Annie John*; Jean Rhys' *Wide Sargasso Sea*; Eugene Palcy's film *Sugar-Cane Alley*).

[COM L 324 Law and Religion in the Bible (also Religious Studies 324)]

Fall. 4 credits. Not offered 1993–94.

C. M. Carmichael.]

[COM L 326 Christianity and Judaism (also Religious Studies 326)

4 credits. Not open to freshmen. Not offered 1993–94.

C. M. Carmichael.]

COM L 328 Literature of the Old Testament (also Religious Studies 328) @#

Fall. 4 credits. Not open to freshmen.

T R 8:40–9:55. C. M. Carmichael.

Analysis of selected material in translation.

COM L 337 Modern and Contemporary Theatre (also Theatre Arts 335)

Spring. 4 credits. Prerequisites: Theatre Arts 240 or permission of instructor.

T R 2:55–4:10. J. Devenyi.

For description, see Theatre Arts 335.

[COM L 340 Twentieth-Century European Intellectual History (also History 354)]

4 credits. Not offered 1993–94.
D. La Capra.]

COM L 347 Reading Freud: Race, Gender, and Psychoanalysis (also German Studies 347, English 347, Psychology 389)

Spring. 3 credits. All of the primary readings are available in English.

M 12:20–2:15. S. L. Gilman.

This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved.

[COM L 350 Education and the Western Literary Tradition (also RussL 350 and College Scholar 350)]

4 credits. Not offered 1993–94.
P. Carden.]

COM L 351 Freud: Optional Clinical Discussion Section (also German Studies 351, English 346, and Psychology 391)

Spring. 1 credit. *Students enrolled in this section must be simultaneously enrolled in the Freud lecture course (347/389).*

T 12:20–2:15. S. L. Gilman and visiting faculty from the Department of Psychiatry, CUMC.

This optional discussion session will examine the clinical context and significance of psychoanalysis in the light of contemporary clinical practice. Depending on the faculty members collaborating on this section, the topics covered may include dream theory and analysis, transference and counter transference, gender-orientation, masochism.

[COM L 356 Renaissance Literature #]

4 credits. Not offered 1993–94.
W. Kennedy.]

COM L 358 Literature and Religion: The Nature of the Mystic Text (also Religious Studies 358 and Romance Studies 358) #

Fall. 4 credits.

T R 11:40–12:55. C. M. Arroyo.

Discussion of basic features which seem to be common to all mystical texts: dialogue with the Other, saying of the ineffable, etc. Readings include the sources for the expression of religious love in the Middle Ages (*Song of Songs*, *Gospel of St. John*, *Pseudodionysius*), and texts by Johannes Climacus (*The Ladder*), Maimonides, Ibn Arabi of Murcia, St. Bernard of Clairvaux, St. Francis of Assisi, Angela da Foligno, Meister Eckhart, *The Cloud of Unknowing*, St. Teresa of Avila, St. John of the Cross. After defining "the mystic sense of life," we will compare it with modern expressions such as T. Merton's Unamano's "tragic sense of life," and T. S. Eliot's *The Waste Land*.

COM L 361 The Culture of the Renaissance I (also History 361 and Art History 350)

Fall. 4 credits.

T R 11:40–12:30. Discussion sections: W 1:25, R 1:25, R 2:30. J. Najemy, C. Lazzaro.

Renaissance culture and society are introduced through the work of several major figures: Petrarch, Alberti, Dufay, Leonardo, Machiavelli, Erasmus, and Rabelais. Each figure will be the focal point for the critical examination of problematic issues in the areas of humanism, religious and political thought, literature, art, music, and architecture. In the discussions, problems of interpretation will be approached through the analysis of primary source readings and works of art.

COM L 362 The Culture of the Renaissance II (also English 325 and History 364)

Spring. 4 credits.

T R 10:10–11:00 plus discussion section

TBA. C. Kaske, W. Kennedy.

Members of various departments will lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lecturers will include Peter Dear, History; Esther Dotson, History of Art; Mark Jarzombek, History of Architecture; and Neal Zazlaw, Music. Lectures and discussion will introduce different methods of interpretation and of historical analysis. Written requirements: two short papers and a final take-home examination.

COM L 363–364 The European Novel (363#)

363, fall; 364, spring. 4 credits. Comparative Literature 363 and 364 may be taken independently of each other.

Fall: T R 10:10–11:25. N. Saccamano.

Spring: M W F 11:15–12:05. G. Gibian.

Close reading of some fifteen texts which essentially chart the course of the European novel. (The syllabus will follow generally but not strictly chronological lines, though the texts each term will be read in chronological order.) 363: Cervantes to Joyce. 364: Tolstoy to Mann. The novelists to be studied include Voltaire, Goethe, Stendhal, Balzac, Dickens, Flaubert, Dostoevsky, George Eliot, Hardy, Gide, and Kafka; readings include *Don Quixote*, *The Red and the Black*, *Madame Bovary*, *Crime and Punishment*, *Great Expectations*, *Middlemarch*, *The Mayor of Casterbridge*, *Portrait of the Artist as a Young Man*, *Death in Venice*, and *The Counterfeiters*. Analysis of novelistic subgenres: picaresque fiction, moral fable, fantasy, philosophical novel, *récit*, detective story, *Bildungsroman*. All texts to be read in English; students who command the pertinent foreign languages may, of course, read the books in the original.

COM L 365 The Contemporary Novel @

Fall. 4 credits. Core course for majors.

T R 11:40–12:55. W. Cohen.

A continuation of Comparative Literature 363–364 (The European Novel), surveying the period since the end of World War II and focusing on the global impact and transformations of an originally European form. Emphasis on the power relations among various languages, nations, social systems, and continents in the modern world system. Discussion of race and empire, as well as of gender and class. Probable authors: Tanizaki, Nabokov, Achebe, García-Márquez, El Saadawi, Rushdie, Kundera, Duras and Wang Anyi.

COM L 366 Problems in Modernism: "High" and "Low" Culture (also Art History 367)

Fall. 4 credits. Prerequisite: Art H 260 or 265 or permission of instructor.

T R 10:10–11:25. H. Foster.

Never autonomous as such, "high" art is defined in relation to different "low" terms: folk, popular, mass, or commercial art. This course traces the symbiotic relation between "high" and "low" art through its important modern and post modern manifestations in the West. We will attend to formal devices (e.g., cubist collage, pop appropriation) as well as technological developments (e.g., mass production, electronic information), but our emphasis will be on critical models (e.g., Baudelaire on "modern life," W. Benjamin on "mechanical reproduction," C. Greenberg on "avant-garde and kitsch," T. J. Clark and G. Pollock on "myths of modernism," G. Debord on "spectacle," S. Sontag on "camp"). What social formations and sexual regimes underpin high/low distinctions? Are these distinctions somehow collapsed today?

COM L 367 The Russian Novel (also Russian Literature 367)

Fall. 4 credits. Also open to graduate students. Special discussion section for students who read Russian.

T R 8:40–9:55. G. Gibian.

For description, please see Russian Literature 367.

COM L 368 Visual Culture and Social Theory (also Art History 370 and Government 375)

Spring. 4 credits.

T R 1:25–2:40. H. Foster, S. Buck-Morss.

This course is designed as an introduction to some of the key concepts at work in the most innovative analyses of visual culture today—from new art histories through feminist critiques to cultural studies. Among other topics we will consider modern ideas of the aesthetic, Marxian and Freudian notions of the fetish, psychoanalytic accounts of the gaze, and feminist definitions of spectatorship in relation to sexuality. Lectures will include general expositions of such concepts as well as specific applications of them; there will also be section discussions.

[COM L 372 Selections from Contemporary World Literature]

Fall. Core course for majors. Limited to 15. Not offered 1993–94.

J. Monroe.]

[COM L 374 Contemporary Poetry and Society]

Spring. 4 credits. Offered 1993–94 as COM L 674.

J. Monroe.]

[COM L 375 Chekhov in the Context of Contemporary European Literature and Art (also Russian Literature 373) #]

4 credits. Not offered 1993–94.

S. Senderovich.]

COM L 378 Between East and West: Literature and Crisis in the Balkans

Spring. 4 credits.

M W F 10:10–11:00. M. Miroiu.

We will discuss major themes and motifs common to Balkan literatures of the nineteenth and twentieth centuries. By examining the history, literature, and culture of the Balkans, a storm center for centuries on the border of the Islamic East and the Christian

West, we can establish a coherent background and develop some new insights into the current conflicts—the ethics and religious struggles—that are tragically tearing apart this area. What these nations—the Romanians, the Bulgarians, the Yugoslavs, the Greeks, and the Albanians—have in common in addition to geographical proximity and a similar historical experience is actual interrelation, a continuous awareness of one another, a true 'sensus communis' arising out of cultural bonds and historical ties. We shall discuss certain structures of feeling and patterns of experience common to most Balkan literatures, the subtext being the strain and stress resulting from the existence of the Ottoman empire and the challenge of Islam up until the late nineteenth century.

The presentation will be broadly chronological and we will concentrate mainly (but not exclusively) on the novel. Topics include: the cosmos-centered (Oriental) vision vs. the anthropo-centric (Hellenic) vision in Balkan folklore; myth and folklore as integrating factors in nineteenth century literature; the legend (ritual) of constructional sacrifice; nineteenth-century literary types: the *Outlaw* (the Balkan picaro), the *Wandering Sage* (uomo universale), the *Upstart* (the Levantine); the emergence of the historical novel as a dominant literary genre and as a dialogue/dramatic confrontation between the Balkans and the East. In addition, we will look at certain recurrent motifs—*Byzantium* (a historical motif), the *Wheel or Cycle* (an ontological motif), *Light* (a gnoseological motif), and the *Road* (a spatial motif) in order to consider the extent to which they contribute to a revival of the epic sense in the Balkan novel of the twentieth century. We shall be reading a selection of major novels by Nobel Prize winner Ivo Andric, Nikos Kazantzakis, Ismail Kadare, Mihail Sadoveanu, and Anton Donchev. All texts available in English.

There will be one short essay (5–7 pages) and a longer paper (10 pages): a study of the work of one major writer; no final exam.

[COM L 381 Marxist Cultural Theory (also German Studies 381 and Government 372)]

Spring. 4 credits. Not offered 1993–94.
W. Cohen, P. Hohendahl.]

COM L 382 Greeks, Romans, and Victorians (also Classics 382)

Spring. 4 credits.
F. Ahl.
For description, see Classics 382.

COM L 384 Dialogue in/as Text (also Russian Literature 384)

Spring. 4 credits.
M W F 10:10–11:00. P. Carden.
An examination of the principle of dialogue and dialogism as it appears in fictional discourse. Using the theories of Mikhail Bakhtin as a point of departure, we will examine the use of dialogue as a form of discourse beginning with Plato's *Phaedrus*. Dostoevsky's novels *Notes from Underground*, *The Possessed*, and *Brothers Karamazov* will be discussed as a dialogic, or polyphonic forms of discourse. Finally, we will discuss selected works of Gide, Sartre, and Camus, who acknowledged their debt to Dostoevsky, to see if they are indeed polyphonic in structure.

COM L 385 Reading Nabokov (also Russian Literature 385 and English 379)

Spring. 4 credits.
M W F 2:30. G. Shapiro.
For description, see Russian Literature 385.

COM L 389 Contemporary Literature in Central and East Europe (also Russian Literature 389)

Fall. 4 credits.
T R 1:25–2:40. G. Gibian.
For description, see Russian Literature 389.

COM L 396 German Film (also German Studies 396 and Theatre Arts 396)

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final.
T R 10:10–11:25; screenings TBA.
D. Bathrick.
For description, see Theatre Arts 396.

[COM L 402 Theories of Rhetoric (also Com L 602)]

4 credits. Not offered 1993–94.
W. Kennedy.]

COM L 403 History of Literary Criticism

Spring. 4 credits.
T 2:30–4:25. W. J. Kennedy.
A survey of European literary theory since Aristotle. Emphasis on major texts and on the main contours of the history of literary theory. Some consideration of literary criticism as ideology, in relation to literature, philosophy, and social history. Readings from Longinus, Nietzsche, the Russian formalists, Barthes, and others.

COM L 404 History into Fiction: Nazis and the Literary Imagination (also English 404 and German Studies 414)

Fall. 4 credits. Permission of instructor needed.
M W F 11:15–12:05. E. Rosenberg.
For description, see English 404.

COM L 405 Satan and Les Fleurs du Mal: Constructing Context (also Society for the Humanities 404)

Fall. 4 credits.
T 10:10–12:00. J. Culler.
Study of possible contexts that might elucidate the nature and role of evil and the devil in Baudelaire's poetry. We will read literary, philosophical, theological, psychoanalytic, and political materials, as well as Baudelaire's verse and prose. Reading knowledge of French required.

[COM L 410 Semiotics and Language (also French Romance Studies 400 and Linguistics 400)]

4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature; or permission of instructor. Not offered 1993–94.
L. Waugh.]

COM L 416 Literary Translation in the West (also German Studies 416)

Spring. 4 credits. Prerequisite: good reading knowledge of German or French; any other language(s) desirable.
T R 10:10–11:25. L. M. Olschner.
For description, see German Studies 416.

COM L 419–420 Independent Study

419, fall; 420, spring. Variable credit.
Comparative Literature 419 and 420 may be taken independently of each other.
Hours to be arranged. Staff.

COM L 421 Old Testament Seminar (also Religious Studies 421) @#

Fall. 4 credits. Limited to 20 students.
T 2:30–4:25. C. M. Carmichael.
Identification and discussion of problems in selected material from the Pentateuch.

COM L 423 Russian Formalism (also Russian Literature 423)

Fall. 4 credits.
M W F 1:25–2:15. N. Pollak.
For description, please see Russian Literature 423.

[COM L 426 New Testament Seminar (Religious Studies 426) #

4 credits. Limited to 20 students. Not offered 1993–94.
C. M. Carmichael.]

COM L 428 The Polemics of Gender in Early Modern Europe (also Society for the Humanities 418 and Romance Studies 418)

Spring. 3 credits.
M 12:20–2:15. A. R. Jones.
For description, see Soc. Hum. 418.

COM L 429 Readings in the New Testament (Near Eastern Studies 429, Religious Studies 429, and English 429) #

Fall. 4 credits. Limited to 25 students.
M W F 12:20–1:10. J. P. Bishop.
Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1993 will be on the gospels of Mark and John and the Johannine letters. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

[COM L 433 Theory of the Theatre and Drama (also Theatre Arts 431)]

4 credits. Not offered 1993–94.
M. Hays.]

[COM L 434 Theatre and Society (also Theatre Arts 434)]

4 credits. Prerequisite: Permission of instructor or some work in theatre history or dramatic literature at the 300 level. Not offered 1993–94.
M. Hays.]

COM L 441 Reading Translation: An Interdisciplinary Seminar (also Society for the Humanities 421)

Spring. 3 credits. Limited to 17 students.
Good knowledge of one language other than English; reading knowledge of a second language other than English; some background in literary theory.
R 2:30–4:25. T. McCall.

Everyone feels intuitively the difficulty of translation, but few are aware of its theoretical complexity. "Reading Translation" in this seminar will engage a variety of perspectives (historical and philosophical, critical and speculative, postcolonialist and post-structuralist) as a means to probe into "the deepest questions" posed by this central practice within the humanities.

COM L 443 Dramaturgy: Play and Period (also Theatre Arts 433)

Fall. 4 credits.
W 10:10–12:05. M. Hays.
For description, see Theatre Arts 433.

[COM L 450 Renaissance Poetry (also Comparative Literature 650) #

4 credits. Not offered 1993–94.
W. Kennedy.]

[COM L 451 Renaissance Epic (also Comparative Literature 651) #

4 credits. Not offered 1993–94.
W. Kennedy.]

COM L 452 Renaissance Humanism (also Comparative Literature 652) #

Fall. 4 credits.
M 2:30–4:25. W. J. Kennedy.
A reading and discussion of key texts by Renaissance humanists in Italian, French, English, and other European literatures from the fourteenth to the seventeenth centuries. Topic for 1993: the formation of national canons.

[COM L 454 The Herodotean Moment (also Government 454) #

4 credits. Not offered 1993–94.
M. Bernal and J. Najemy.]

COM L 457 The Literature of Arab Feminism (also NES 457, Women's Studies 457, Society for the Humanities 407)

Fall. 1 credit. October 19, 21, 26, and 28, 1993.
T R 2:30–4:25. F. Malti-Douglas.
For description, see NES 457.

COM L 470 Japanese Noh Theatre and Modern Dramatists (also Asian Studies 470 and Theatre Arts 470)

Fall. 4 credits.
M 2:30–4:25. K. Brazzell.
For description, see Asian Studies 470.

COM L 472 Poetry of the 1990s (also English 408 and German Studies 472)

Fall. 3 credits.
W 10:10–12:05. J. Monroe.
Where is poetry now? Where is it heading as we move toward the twenty-first century? What is its current situation in light of the historic changes that have occurred over the past several years? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries, a time of renewal and redefinition, we'll track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including literary journals, general circulation magazines, anthologies, and nonprint media, as well as individual poetry collections.

COM L 474 Postmodernist Art and Criticism (also Art History 470)

Spring. 4 credits. Prerequisite: permission of instructor.
W 2:30–4:25. H. Foster.
For description, see Art History 470.

COM L 482 Latin American Women Writers (also Spanish Literature 492 and Women's Studies 481) @

Spring. 4 credits. Taught in English.
T R 10:10–11:25. D. Castillo.
For description, see Spanish Literature 492.

COM L 493 Senior Essay

Fall and spring. 8 credits.
To be announced. Staff.
Hours to be arranged individually in consultation with the Director of Undergraduate Studies. Approximately fifty pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. Credit for the first semester will be awarded upon completion of the second semester.

COM L 496 Theorizing the Public Sphere (also German Studies 496 and History 496)

Fall. 4 credits.
T 2:30–4:25. P. Hohendahl.
For description, see German Studies 496.

COM L 603 History of Literary Criticism

Spring. 4 credits.
T 2:30–4:25. W. J. Kennedy.
For description, see Comparative Literature 403.

COM L 616 The Fiction of Empire (also English 635)

Spring. 4 credits.
W 3:35–5:30. W. Cohen.
A colonizers-eye-view of European expansion in canonical literary texts from the early eighteenth to the early twentieth century. In addition to attending to differences of genre and of national background, we will try to be alert to shifts in the fiction of empire over time and to the distinctive issues raised by each colonized region and people. Tentative reading: Swift, Voltaire, Goethe, Baudelaire, Melville, Flaubert, Tolstoy, Martí, Kipling, and Conrad. All readings available in English.

[COM L 617 The Ideology of Europe: Studies in Medieval Literature (also English 617)

4 credits. Not offered 1993–94.
W. Cohen.]

COM L 619–620 Independent Study

619, fall; 620, spring. Variable credit.
Comparative Literature 619 and 620 may be taken independently of each other.
Hours to be arranged. Staff.

COM L 636 Seminar in Dramatic Criticism (also Theatre Arts 636)

Fall. 4 credits.
W 2:00–4:00. M. Hays.
For description, see Theatre Arts 636.

[COM L 650 Renaissance Poetry (also Comparative Literature 450)

4 credits. Not offered 1993–94.
W. Kennedy.]

[COM L 651 Renaissance Epic (also Comparative Literature 451)

4 credits. Not offered 1993–94.
W. Kennedy.]

COM L 652 Renaissance Humanism (also Comparative Literature 452)

Fall. 4 credits.
M 2:30–4:25. W. J. Kennedy.
For description, see Comparative Literature 452.

COM L 672 Theories of Modernism (also Art History 570)

Fall. 4 credits.
R 2:30–4:25. H. Foster.
For description, see Art History 570.

[COM L 673 Franz Kafka and the Problem of "Minor" Literature (also German Studies 673)

4 credits. Reading knowledge of German essential. Videos will form part of the course. Not offered 1993–94.
S. L. Gilman.]

COM L 674 Contemporary Poetry and Culture: 1968–1993

Spring. 4 credits.
R 1:25–3:20. J. Monroe.
The redrawing of cultural and political boundaries underway since the late 1980s has made it possible to conceive of the poetry of the Cold War era with a degree of closure unimaginable only a few years ago. In light of this changed situation, we'll focus on the second half of the post-1945 period—the twenty-five years extending from 1968 to the present—with particular attention to the past two decades. Exploring issues of emerging and evolving importance for a poetry of the present moment in light of the recent past, we'll consider dominant modes as well as alternative practices; canon formation, gender, and multiculturalism; the roles of the publishing industry, popular culture, creative writing programs, and new computer technologies in shaping reading habits and writing communities; and poetry's potential and actual contributions to the idea of a "culture-at-large."

[COM L 675 After the Divide: German Critical Theory of the Seventies and Eighties (also German Studies 675 and History 675)

4 credits. Not offered 1993–94.
P. U. Hohendahl.]

COM L 678 Post-Structuralist Dramatic Theory (also Theatre Arts 678)

Fall. 4 credits.
T R 2:55–4:10. J. Devenyi.
For description, see Theatre Arts 678.

[COM L 679 Bertolt Brecht in Context (also German Studies 679 and Theatre Arts 679)

4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Open to qualified undergraduates. Not offered 1993–94.
D. Bathrick.]

[COM L 682 Derrida, Writing, and the Institution of Literature (also English 680)

4 credits. Not offered 1993–94.
J. Culler.]

COM L 687 Narcissism and Literature (also English 690)

Spring. 4 credits.
C. Chase.

[COM L 692 The Politics of Criticism (also German Studies 692 and Theatre Arts 692)

4 credits. Not offered 1993–94.
D. Bathrick.]

[COM L 693 Freud in Latin America (also Romance Studies 693)

4 credits. Not offered 1993–94.
J. Piedra.]

[COM L 721 Baroque Perspectives: Theory's Return to the Seventeenth Century (also English 721)

4 credits. Not offered 1993–94.
T. Murray.]

COMPUTER SCIENCE

J. Hartmanis, chair; K. Birman, B. Bloom, T. Coleman, R. L. Constable, B. Donald, D. Gries, J. E. Hopcroft, T. Henzinger, D. Huttenlocher, D. Kozen, P. Pedersen, K. Pingali, R. A. Rubinfeld, G. Salton, F. B. Schneider, A. Segre, D. Subramanian, R. Teitelbaum, C. Tomasi, S. Toueg, N. Trefethen, C. Van Loan, S. Vavasis

The Department of Computer Science is in both the College of Arts and Sciences and the College of Engineering. A student in either college can major in computer science. The following describes the College of Arts and Sciences major.

The Major

The major has three components: a core (a minimum of 42 credits), a group of electives in computer science and related fields (a minimum of 10 credits), and a concentration outside computer science (a minimum of 14 credits). The core focuses on the central topics within computer science: the logical design of programs, data structures, and algorithms. The remaining components of the major—the related electives and the outside concentration—provide a flexible extension to the core program. In consultation with their advisers, students are expected to choose electives and an outside concentration that best suit their graduate and career plans.

Students interested in pursuing an advanced degree in theoretical computer science should concentrate in mathematics. Students preparing for advanced work in scientific computation should take Computer Science 621 (instead of Computer Science 222) and Computer Science 622 (as a related elective) and concentrate in some branch of applied mathematics. Qualified students are encouraged to concurrently major in mathematics.

Admission

The prerequisites for admission to the major are:

- 1) Completion of Computer Science 100–211 (or 212)–280 (or equivalent)
- 2) Completion of Mathematics 111–122–221 or Mathematics 191–192–293
- 3) A 2.75 grade-point average in all computer science and mathematics courses
- 4) Acceptance by the department's admissions committee

After admission, students are expected to maintain at least a 2.75 grade-point average in their major courses. Any grade below C– in a core course or related elective is not acceptable.

Core

The core consists of the following courses:

- 1) Calculus and linear algebra: Mathematics 111–122–221–222 or 191–192–293–294
- 2) Programming and systems: Computer Science 100, 211 (or 212), 314, 410 and 414
- 3) Theory of computation: Computer Science 280, 381 (or 481), and 482. (One of the following may be substituted for Computer Science 280: Mathematics 332, 432, 434, or 481.)

- 4) Numerical analysis: Computer Science 222 or 421

Related Electives

The related electives requirement consists of three courses. One must be a computer science course or course/laboratory combination numbered above 400 that includes a substantial programming project, for example, Computer Science 412/413, 414/415, 417/418, 432/433, 462/463, or 472/473; the other two are to be selected from the following:

Electrical engineering courses numbered 301 or higher

Operations research courses numbered 260 or higher

Mathematics courses numbered 411 or higher

Computer Science courses numbered 400 or above (except Computer Science 413, 415, 418, 433, 463, 473, 600, 601, and seminar courses)

Students are expected to select related electives that complement their concentration.

Concentration

This component encourages the student to study some discipline outside of computer science in reasonable depth. The concentration consists of an approved sequence of four courses (at least 14 credits) numbered 200 or higher in some field related to the theoretical or practical aspects of computing. A list of approved concentrations is available in the Computer Science Undergraduate Office, 303 Upson Hall. Students may also design their own concentrations, subject to the approval of their adviser.

Other Requirements

Computer science majors must also satisfy the College of Arts and Sciences and university requirements. In particular, the spirit of the 15-credit electives requirement will be strictly followed. This requirement helps ensure breadth of education, and consequently no computer- or mathematics-related course can be used toward its fulfillment. In general, no courses may be used to fulfill more than one requirement. There are two exceptions: first, appropriate core courses may be used to satisfy the group IV distribution requirement, and second, in the case of a double major, the same course may be applied to both majors.

Probability and statistics courses. Computer science majors are encouraged to include at least one course in the field of probability and statistics in their program of study. Although there is no formal department of statistics at Cornell, the Department of Mathematics and the School of Operations Research and Industrial Engineering offer a wide range of probability and statistics courses suitable for computer science majors, including the following introductory two-course sequences:

Math 471, Basic Probability

Math 472, Statistics

OR&IE 260, Introductory Engineering Probability

OR&IE 370, Introduction to Statistical Theory with Engineering Applications

A less rigorous but satisfactory one-semester introduction to probability and statistics is given in either of:

Math 370, Elementary Statistics

OR&IE 270, Basic Engineering Statistics

Honors. A student may be granted honors in computer science on the recommendation of the Computer Science Undergraduate Committee. The committee guidelines will generally be the following:

- 1) An overall grade-point average of not less than 3.25
- 2) A grade-point average for all computer science courses of not less than 3.5
- 3) Satisfactory completion of at least two computer science courses numbered above 600 or satisfactory completion of a significant special investigation (Computer Science 490).

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

COM S 099 Fundamental Programming Concepts

Fall. 2 credits. S-U grades only. No prerequisites.

1 lec, 1 lab.

COM S 100 Introduction to Computer Programming

Fall, spring, or summer. 4 credits. Students who plan to take both COM S 101 and 100 must take 101 first.

2 lecs, 1 rec (optional). 3 evening exams. During most semesters, two versions of COM S 100 (COM S 100a and COM S 100b) are available as described in the computer science listing in the College of Engineering.

COM S 101 The Computer Age (also ENGRE 101)

Fall or summer. 3 credits. Credit is granted for both Computer Science 100 and 101 only if 101 is taken first.

2 lecs, 1 rec. 1 evening exam.

COM S 107 An Introduction to SCHEME

Spring. 1 credit. Prerequisite: Introductory course in PASCAL, or equivalent programming experience.

3 lecs.

COM S 172 An Introduction to Artificial Intelligence (also ENGRI 172)

Spring. 3 credits. Prerequisites: Computer Science 100 or 101; or equivalent computer experience.

3 lecs. 2 evening exams.

COM S 211 Computers and Programming (also ENGRD 211)

Fall, spring, or summer. 3 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

2 lecs, 1 rec. 2 evening exams.

COM S 212 Modes of Algorithmic Expression

Fall, spring. 4 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

2 lecs, 2 recs. 2 evening exams.

COM S 214 A Taste of UNIX and C
Fall, spring. 1-2 credits. Prerequisite: Computer Science 211, or equivalent programming experience. S-U grades only. 3 lecs; 4 weeks (1 credit), 8 weeks (2 credits).

COM S 222 Introduction to Scientific Computation (also ENQRD 222)
Spring. 3 credits. Prerequisites: Computer Science 100 and pre/corequisite of Math 221 or Math 293. 2 lecs, 1 rec. 2 evening exams.

COM S 280 Discrete Structures
Fall or spring. 4 credits. Prerequisite: Computer Science 211 or 212 or permission of instructor. 3 lecs.

COM S 314 Introduction to Digital Systems and Computer Organization
Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 211 or 212 or equivalent. 2 lecs, 1 sec. 2 evening exams.

COM S 381 Introduction to Theory of Computing
Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. 3 lecs.

COM S 400 The Science of Programming
Spring. 4 credits. Prerequisite: Computer Science 280 or equivalent. Not offered every year. 3 lecs.

COM S 410 Data Structures
Fall or spring or summer. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. 2 lecs. 2 evening exams.

COM S 411 Programming Languages and Logics
Fall. 4 credits. Prerequisites: Computer Science 410 or permission of instructor. Not offered every year. 2 lecs.

COM S 412 Introduction to Compilers and Translators
Spring. 3 credits. Prerequisites: Computer Science 314, 381, and 410. Corequisite: CS413. 2 lecs, 1 lab.

COM S 413 Practicum in Compilers and Translators
Spring. 2 credits. Prerequisites: Computer Science 314, 381, 410. Corequisite: Computer Science 412. 1 lab.
A compiler implementation project related to Computer Science 412.

COM S 414 Systems Programming and Operating Systems
Fall. 3 credits. Prerequisite: Computer Science 314 or permission of instructor. 2 lecs. 2 evening exams.

COM S 415 Practicum in Operating Systems
Fall. 2 credits. Prerequisite: Computer Science 410. Corequisite: Computer Science 414. 1 lec.

COM S 417 Computer Graphics and Visualization (also ARCH 374)
Spring. 3 credits. Prerequisite: Computer Science 211 or 212. Not offered every year. 2 lecs.

COM S 418 Practicum in Computer Graphics (also ARCH 375)
Spring. 2 credits. Prerequisite: Computer Science 211 or 212. Recommended: Computer Science 314. Corequisite: Computer Science 417. Not offered every year. 1 lab.

COM S 421 Numerical Analysis
Fall. 4 credits. Prerequisites: Mathematics 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming. 3 lecs.

COM S 422 Parallel Computing for Scientific Problems
Spring. 4 credits. Prerequisites: Math 294, Computer Science 222 or Computer Science 421, knowledge of C and Fortran. Enrollment limited. 3 lecs.

COM S 432 Introduction To Database Systems
Spring. 3 credits. Prerequisites: Computer Science 211 or 212 and Computer Science 410, or permission of instructor. Recommended: Computer Science 314. 2 lecs. 1 rec.

COM S 433 Practicum in Database Systems
Spring. 2 credits. Corequisite: Computer Science 432. 1 lab.

COM S 444 Distributed Systems and Algorithms
Fall. 4 credits. Co-requisite: CS414 or permission of instructor. Not offered every year. 2 lecs.

COM S 462 Robotics and Machine Vision
Spring. 3 credits. Prerequisite: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 463. 3 lecs.

COM S 463 Robotics and Machine Vision Lab
Spring. 2 credits. Prerequisites: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 462. 1 lab.

COM S 472 Foundations of Artificial Intelligence
Fall. 3 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and Computer Science 410. Open to juniors, seniors, and graduate students. 3 lecs.

COM S 473 Practicum in Artificial Intelligence
Fall. 2 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and 410. Corequisite: Computer Science 472. 1 lab.

COM S 481 Introduction to Theory of Computing
Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. Credit will not be granted for both Computer Science 381 and Computer Science 481. 3 lecs.
A faster-moving and deeper version of Computer Science 381. Corrective transfers between Computer Science 481 and 381 (in

either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms
Spring. 4 credits. Prerequisites: Computer Science 410 and Computer Science 381 or 481, or permission of instructor. 3 lecs.

COM S 486 Applied Logic (also Mathematics 486)
Fall or spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some course in mathematics or theoretical computer science. Not offered every year. 2 lecs, 1 lab to be arranged.

COM S 490 Independent Reading and Research
Fall or spring. 1-4 credits.

COM S 511 Modern Programming Languages
Fall. 4 credits. Prerequisites: Computer Science 410 and a project course or permission of instructor. 2 lecs.

COM S 514 Practical Distributed Computing
Fall. 4 credits. Prerequisites: Computer Science 414 or permission of instructor.

COM S 515 Master of Engineering Design Project
Spring. 1-6 credits. Prerequisites: COM S 414 and COM S 415. Open to MEng. students only. Enrollment by permission of instructor only. 1 lec.

COM S 522 Parallel Computing for Scientific Problems
Spring. 4 credits. Prerequisites: Math 294, COM S 222 or COM S 421, knowledge of C and FORTRAN. Enrollment limited. 3 lecs.

COM S 572 Artificial Intelligence Programming
Fall. 4 credits. Prerequisite: Computer Science 472 or permission of instructor. Not offered every year. 3 lecs.

COM S 600 Computer Science and Programming
Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor. Not offered every year. 1 lec.

COM S 611 Advanced Programming Languages
Fall. 4 credits. Prerequisites: Computer Science 410, and 381 or 481, or permission of instructor. 3 lecs.

COM S 612 Compiler Design for High-Performance Architectures
Spring. 4 credits. Prerequisites: Computer Science 314 and 412, or permission of instructor. 3 lecs.

COM S 613 Concurrent Programming
Fall. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. 2 lecs.

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: Computer Science 414 or permission of instructor.
2 lecs.

COM S 615 Theory of Concurrent Systems

Spring. 4 credits. Prerequisites: COM S 611 or permission of instructor
3 lecs.

COM S 618 Topics in the Theory of Distributed Systems

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.
2 lecs.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.
2 lecs.

COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621.
3 lecs.

COM S 624 Numerical Solution of Differential Equations

Spring. 4 credits. Prerequisite: Previous exposure to numerical analysis, mathematical analysis including Fourier methods, and differential equations. Not offered every year.

COM S 635 Automatic Text Processing and Information Retrieval

Spring. 4 credits. Prerequisite: Computer Science 410 or equivalent or permission of instructor.
2 lecs.

COM S 661 Robotics

Fall. 4 credits. Prerequisites: Computer Science 482 and permission of instructor. Not offered every year.
3 lecs.

COM S 662 Robotics Laboratory

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered every year.
1 lab.

COM S 664 Machine Vision

Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and Mathematics 221 or equivalent.
2 lecs.

COM S 671 Introduction to Automated Reasoning

Fall. 4 credits. Prerequisites: Computer Science 611 and 681 and Mathematics 581. Not offered every year.
3 lecs.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisites: Computer Science 472 or permission of instructor.
2 lecs.

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.
3 lecs.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.
3 lecs.

COM S 683 Parallel Algorithms

Fall. 4 credits. Prerequisite: COM S 681.
1 lec.

COM S 684 Introduction to Symbolic Computation

Spring. 4 credits. Prerequisites: Computer Science 381 or 481, or permission of instructor.
3 lecs.

COM S 685 Computational Geometry

Fall. 4 credits. Prerequisites: COM S 681, or permission of instructor.

COM S 709 Computer Science Graduate Seminar

Fall or spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

COM S 711 Topics in Programming Languages and Systems

Spring. 4 credits. Prerequisites: Computer Science 381 or 481 and Computer Science 611, or permission of instructor. Not offered every year.
2 lecs.

COM S 712 Topics in Programming Languages and Systems

Spring. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year.
2 lecs.

COM S 713 Seminar in Systems and Methodology

Fall or spring. 4 credits. Prerequisites: Computer Science 414 and an advanced systems course such as CS 613, 614, 632, or 643, or permission of instructor. Not offered every year.
2 lecs.

COM S 714 Distributed Computing

Spring. 4 credits. Prerequisites: Computer Science 414 and an advanced systems course (e.g., Computer Science 613, 614, 632, or 643) or permission of instructor. Not offered every year.
2 lecs.

COM S 715 Seminar in Programming Refinement Logics

Fall or spring. 4 credits. Prerequisite: permission of instructor.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year.
2 lecs.

COM S 718 Topics in Computer Graphics

Fall or spring. 4 credits. Prerequisites: COM S 417 or permission of instructor. Not offered every year.
1 lec.

COM S 719 Seminar in Programming Languages

Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. S-U grades only.

COM S 721 Topics in Numerical Analysis

Fall. 4 credits. Prerequisite: Computer Science 621 or 622, or permission of instructor. Not offered every year.
2 lecs.

COM S 722 Topics in Numerical Analysis

Spring. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year.
2 lecs.

COM S 729 Seminar in Numerical Analysis/ACRI

Fall or spring. 1-4 credits (to be arranged). Prerequisite: permission of instructor. S-U grades only.

COM S 733 Selected Topics in Information Processing

Not offered every year.
2 lecs.

COM S 739 Seminar in Text Processing and Information Retrieval

Fall or spring. 4 credits. Prerequisite: Computer Science 635 or permission of instructor. S-U grades only.

COM S 743 Topics in Fault-Tolerant Distributed Computing

Prerequisite: Computer Science 614, 643, or 714. Not offered every year.
1 lec.

COM S 747 Seminar in Program Logic and Semantics

4 credits. Prerequisite: permission of instructor. S-U grades only. Not offered every year.

COM S 753 Seminar on Work in Progress in Distributed Systems

Fall and spring. 1 credit. Prerequisite: permission of the instructor.

COM S 754 Seminar in Work in Progress-Distributed Systems

Fall. 1 credit.
1 sec.

COM S 762 Robot Cafe

Spring. 4 credits. Prerequisite: CS661. Not offered every year.
Advanced seminar on varying topics.

COM S 763 Topics in Geometric Matching

Spring. 4 credits. Prerequisites: COM S 685.
1 lec.

COM S 771 Topics in Artificial Intelligence

4 credits. Prerequisite: permission of instructor. Not offered every year.

COM S 772 Seminar in Advanced Robotics

4 credits. Prerequisite: permission of instructor. Not offered every year.

COM S 773 Proseminar in Cognitive Studies I (also Cognitive Studies, Philosophy, Linguistics, and Psychology 773)

Fall. 2 credits.

COM S 779 Seminar in Machine Learning

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades only.

COM S 781 Topics in Analysis of Algorithms and Theory of Computing

Fall. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. S-U grades only. Not offered every year.
2 lecs.

COM S 782 Topics in Analysis of Algorithms and Theory of Computing

Spring. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. S-U grades only. Not offered every year.

2 lecs.

COM S 784 Seminar in Computational Algebra

Fall or spring. Informal weekly seminar in which current topics in computational algebra and symbolic mathematics are discussed.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 2-4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 890 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

DANCE

See listings under Department of Theatre Arts.

DUTCH

See Modern Languages and Linguistics.

ECONOMICS

T. Mitra, chair; R. Masson, graduate field representative; U. Possen, director of undergraduate studies; V. Bencivenga, L. Blume, T. E. Davis, D. Easley, R. Ehrenberg, G. Fields, R. Frank, G. Hay, Y. Hong, M. Kelly, N. Kiefer, P. Legros, T. Lyons, P. D. McClelland, M. Majumdar, J. Mitchell, R. E. Schuler, K. Shell, B. Smith, G. J. Staller, S. Subramanian, E. Thorbecke, J. Vanek, T. Vogelsang, H. Y. Wan, Jr., J. Wissink. Emeritus: W. Isard, A. Kahn, P. O'Leary, S. Tsiang

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking; international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

Economics 101, Economics 201, Economics 203, or Economics 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

Economics 102, Economics 202, Economics 204, or Economics 314.

The Major

Students who wish to major in economics must have completed Economics 101 or Economics 203 and Economics 102 or Economics 204 or equivalent courses, and Mathematics 111, or its equivalent. A grade below a C will not be accepted for any of the above. Economics 203 (with a grade of B or better) satisfies both the introductory micro (Economics 101) and the intermediate micro (Economics 313) requirement. Similarly Economics 204 (with a grade of B or better) satisfies both the introductory macro (Economics 102) and intermediate macro (Economics 314) requirement.

Prospective majors should apply at the department office.

The requirements for the major beyond the introductory courses and Math 111 are:

- (1) Economics 313 or Economics 203,
- (2) Economics 314 or Economics 204,
- (3) Economics 319 or Economics 321, and
- (4) 20 credits of other economics courses listed by the Department of Economics, except that Economics 399 (independent study) and/or Economics, 499 (honors program) will not count toward the 20-credit requirement. With the permission of the major adviser, one or (in exceptional cases) two economics courses offered outside the College of Arts and Sciences may be applied to fulfill this requirement. Only courses in which a student receives a grade of C- or better will be counted towards satisfying the major requirements.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in economics or business are strongly encouraged to prepare themselves well in mathematics and econometrics. These students are strongly encouraged to enroll in Economics 319-320 rather than Economics 321.

Courses

ECON 101 Introductory Microeconomics
Fall, spring, or summer. 3 credits. Economics 101 is not a prerequisite for 102.

Lecs and disc.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics
Fall, spring, or summer. 3 credits. Economics 101 is not a prerequisite for 102.

Lecs and disc.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

ECON 203 Microeconomics

Fall. 4 credits. Prerequisite: calculus. Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 101 and 313. (Can replace 313 only with grade of B or better). This course covers the topics taught in Economics 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 204 Macroeconomics

Spring. 4 credits. Prerequisite: Economics 203.

Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 102 and 314. This course covers the topics taught in Economics 102 and 314. (Can replace 314 only with grade of B or better). An introduction to the theory of national income determination, unemployment, growth, and inflation.

ECON 301 Economics of Market Failure

Fall. 4 credits. Prerequisites: Economics 101-102.

The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives; (f) direct and indirect taxation as instruments of redistribution.

ECON 303 Positive and Normative Theories of Income Distribution

Spring. 4 credits. Cannot be applied to the major.

After examining the distinction between the terms positive and normative as used in economics, this course will explore three main questions: (1) Why is income distributed the way it is? (2) How should income be distributed? (3) What is the relationship between 1 and 2? Particular emphasis will be given to those theories of income distribution, both positive and normative, that tend to dominate discussion of these topics in America.

ECON 304 Economics and the Law

Fall. 4 credits. Prerequisite: Economics 101. An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

ECON 306 Economics of Defense Spending

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1993-94.

The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market,

the structure of the defense industry, and the economic behavior of defense firms.]

[ECON 308 Economic Analysis of Government (also Civil and Environmental Engineering 322)]

Spring. 4 credits. Prerequisites: calculus plus Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1993-94.

Analysis of economic bases for government intervention in a market economy. Topics include public goods, cost-benefit analysis, public finance, environment regulation and risk management, and macroeconomic topics.]

[ECON 309 Environmental Economics]

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1993-94.

This course examines the economic aspects of environmental issues. We will look at theoretical and analytical tools of economics as they apply to environmental issues, as well as related philosophical and ethical issues. We will then apply the various economic and ethical paradigms to current environmental issues.]

ECON 313 Intermediate Microeconomic Theory

Fall, spring, or summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The pricing process in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

ECON 314 Intermediate Macroeconomic Theory

Fall, spring, or summer. 4 credits. Prerequisites: Economics 101-102 and calculus. The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

[ECON 315 History of Economic Analysis]

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor. Not offered 1993-94.

Early writings in economics and their relationship to current economic analysis and policy issues, for example, ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.]

ECON 317 Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: Economics 101-102 and Math 111-112.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.

ECON 318 Intermediate Mathematical Economics II

Spring. 4 credits. Prerequisites: Economics 101-102 and Math 111-112.

Advanced techniques of optimization and application to economic theory.

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

ECON 320 Introduction to Econometrics

Spring. 4 credits. Prerequisites: Economics 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

ECON 321 Applied Econometrics

Fall or spring. 4 credits. Prerequisites: Economics 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics to be covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

ECON 323 American Economic History

Fall. 4 credits. Prerequisites: Economics 101-102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

ECON 324 American Economic History

Spring. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

A survey of problems in American economic history from the Civil War to World War I.

ECON 325 Economic History of Latin America @

Spring. 4 credits. A survey of changing economic institutions and policies from pre-Columbian to modern times.

ECON 326 History of American Enterprise

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalents.

History of the changing structure of American business from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

ECON 331 Money and Credit

Fall. 4 credits. Prerequisites: Economics 101-102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit.

Economic analysis of credit markets and financial institutions in the United States.

ECON 333 Financial Economics

Spring. 4 credits. Prerequisites: Economics 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

ECON 335 Public Finance: The Microeconomics of Government

Fall. 4 credits. Prerequisites: Economics 101-102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits. Prerequisites: Economics 101-102, 313 or their equivalent and one semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

[ECON 338 Macroeconomic Policy]

Fall or spring. 4 credits. Prerequisite: Economics 314 or equivalent. Not offered 1993-94.

The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.]

[ECON 341 Labor Economics]

Fall. 4 credits. Prerequisites: Economics 101-102. Not offered 1993-94.]

[ECON 342 Economic Analysis of the University]

Spring. 4 credits. Prerequisite: ILR 240 or 313 or their equivalent. Not offered 1993-94. This course seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general, and labor market analysis in particular, can be usefully applied to analyze resource allocation decisions at universities. Among the topics covered are financial aid, tuition, and admissions policies, endowment policies, faculty salary determination, the tenure system, mandatory retirement policies, merit pay, affirmative action, comparable worth, collective bargaining, resource allocation across and within departments, undergraduate versus graduate education, research costs, libraries, athletics, and "socially responsible" policies.]

ECON 351 Industrial Organization

Fall. 4 credits. Prerequisite: Economics 313 or its equivalent.

A study of markets that differ from the ideal of perfect competition (e.g., monopoly and oligopoly) and the efforts of our legal system through the antitrust laws to deal with the kinds of problems that arise in such markets. Specific topics covered include mergers, price fixing, price discrimination, predatory pricing, and vertical restraints such as resale price maintenance.

ECON 352 Advanced Topics in Industrial Organization

Spring. 4 credits. Prerequisites: Economics 351.

This course is an extension of 351 and will emphasize (a) more-advanced topics in the theory of industrial organization with special attention to recent developments in the literature; and (b) empirical analysis of numerous issues relating to the structure of markets and their performance.

[ECON 354 Economics of Regulation]

Fall or spring. 4 credits. Prerequisite: Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1993-94.

Explores technological bases for government intervention in the private market economy, which include decreasing cost industries (natural monopolies) and technical externalities (pollution and risk). The economic implications of regulating electric, gas, and communications and transportation utilities, including pricing, service quality, efficiency incentives, and long-range planning issues, are examined in detail. Topics on environmental protection and societal risk management are also explored.]

[ECON 355 Departures from Rational Choice]

Fall. 4 credits. Prerequisites: Economics 313 and 314, or their equivalents. Not offered 1993-94.

This course examines behaviors that appear inconsistent with the traditional theory of rational choice. These behaviors fall under two broad categories: (1) irrational behavior with regret, and (2) irrational behavior without regret. The first category includes, but is not limited to, behaviors that result from cognitive errors. Once people are made aware of these errors, they typically express a desire to modify their behavior in the directions called for by rational choice theory. The second category represents a deeper challenge to the traditional model. It consists of behaviors that people generally express no desire to modify despite their inconsistency with rational choice theory.]

[ECON 357 Game Theory]

Spring. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1993-94.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).]

ECON 361 International Trade Theory and Policy

Fall. 4 credits. Prerequisites: Economics 101-102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

ECON 362 International Monetary Theory and Policy

Spring. 4 credits. Prerequisites: Economics 101-102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 363 International Economics

Fall. 4 credits. Prerequisite: Economics 101-102 or equivalent.

This course surveys international economics in one semester. First, it surveys the sources of comparative advantage, and it analyzes commercial policy and the institutional aspects of the world trading system. Second, it discusses exchange rates, and it studies theories of balance of payments adjustments. This course is intended primarily for government majors who are comfortable with a less technical approach to international economics.

ECON 365 Economic Problems of Latin America @

Fall or spring. 4 credits. Prerequisites: Economics 101-102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

ECON 366 The Economies of Central Europe and of the Former Soviet Union: from Central Planning to Markets

Fall. 4 credits. Prerequisites: Economics 101-102.

The course will introduce first the basic features of a centrally planned economy and proceed to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis will be extended to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course will proceed to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence of the "successor states" of the Soviet Empire as well as their attempts to join, or re-join, Western Europe. Current developments will be addressed.

ECON 367 Comparative Economic Systems: East and West

Fall or spring. 4 credits. Prerequisites: Economics 101-102.

The course will develop first a framework for studying economic systems and national economies and present three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course will consider economic goals to be achieved (such as growth, stability, and productivity) and introduce quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models will be carried out, for example: Federal Republic of Germany and the former German Democratic Republic; Czechoslovakia and Austria; Sweden, France, and the United States; United States and the former Soviet Union. Finally, the course will consider the old thesis of convergence of economic systems and the current transition from the centrally planned to market economies.

ECON 369 The Economy of China @

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system since 1949.

ECON 370 Socialist Economies in Transition

Fall. 4 credits. Prerequisites: Economics 101-102 and 313-314.

This course studies the economic aspects of the transition of centrally planned, socialist

economies to capitalist, market economies. It begins with an overview of the functioning of centrally planned economies, the arguments for reform, and experience with reform of these economies prior to 1989. This background section provides an understanding of the issues relating to reform. The focus then shifts to the current transitions in the reforming economies. We examine the key elements of the reform process, including macroeconomic stabilization and price liberalization, tax reform, development of capital markets, and privatization of firms. We study the economic arguments relating to each of these aspects of reform and compare experiences with reform in different countries.

ECON 371 Economic Development

Fall. 4 credits. Prerequisites: Economics 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

[ECON 372 Applied Economic Development]

Fall or spring. 4 credits. Prerequisite: Economics 313. Not offered 1993-94.]

ECON 374 National and International Food Economics (also Nutritional Sciences 457)

Spring. 4 credits. Prerequisites: a college course in economics and junior standing or permission of instructor.

Examination of individual components essential for an understanding of the U.S. and world food economies. Analysis of the world food economy. Review and analysis of (a) the major economic factors determining the demand for food, the composition of food consumption, and nutritional intake; and (b) the major economic factors affecting food production and supply. Examination and evaluation of the effectiveness of various food policies and programs in altering food consumption patterns. Principles of nutritional planning in developing countries within the context of the process of economic and social development.

ECON 381 Economics of Participation and Workers' Management

Spring. 4 credits. Prerequisites: Economics 313-314 or permission of instructor.

The theory of labor-management economies is developed systematically, and literature on that and related subjects surveyed. Theories of the participatory firm, industry, and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia and other real instances of labor participation are made throughout.

ECON 382 The Practice and Implementation of Self-Management

Fall. 4 credits. Prerequisites: Economics 101-102.

A broad introduction to the subject of workers' self-management intended for both economists and non-economists. It contains no technical tools nor does it require prior professional knowledge: thus there are no

prerequisites. The course objective is to answer 5 broad questions: (1) What is self-management? (2) Where and in what form does it occur? (3) What is its history? (4) How does it work? and (5) How is a cooperative enterprise/economy started/operated?

ECON 399 Readings in Economics

Fall or spring. Variable credit.
Independent study.

[ECON 416 Intertemporal Economics

Fall. 4 credits. Prerequisites: Economics 313. Not offered 1993-94.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics to be covered: (a) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (b) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (c) growth, exhaustible resources; pollution and conservation: discussion of the trade-offs facing a society.]

[ECON 419 Economic Decisions under Uncertainty

Fall. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1993-94.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

[ECON 445 Topics in Microeconomic Analysis—Markets and Planning

Fall or spring. 4 credits. Prerequisites: Economics 313. Not offered 1993-94. This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: (1) to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and (2) to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.]

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead?

Fall or spring. 4 credits. Prerequisites: Economics 314. Not offered 1993-94. The coverage of this course may vary from term to term. Presently the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically, critiques to Keynesian theory.]

ECON 473 Economics of Export-led Development @

Fall. 4 credits. Prerequisites: Economics 313, 314, or their equivalent.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

ECON 481 Economic Effects of Participation and Labor-Managed Systems

Fall or spring. 4 credits. Prerequisites: Economics 381 and 382.

This course applies microeconomic theory to analyzing the performance of firms in which employees either participate in the decision-making process or make all the important decisions. If a specialist in the area is lacking, Prof. Vanek may give the course as a seminar where primarily grad students will discuss topics in the literature selected through consensus of the participants.

ECON 482 Practical Aspects of Business Management of Worker Enterprises

Fall or spring. 4 credits. Prerequisite: should be taken concurrently with or following Economics 382/582, and permission of instructor.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management democratic enterprises. It will be based primarily on dialogue and participants' own presentations of their research in relevant areas such as cooperative business law, finance, accounting, or internal work organization. The instructor will act primarily as a coordinator and resource person. Whenever possible an attempt is made to form and incorporate a self-managing cooperative enterprise. Students who have taken all three courses, Economics 381/681, 382/682, and 482, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credit for this work.

ECON 483 The Technological and Product Base of Worker Enterprises, with Special Emphasis on Ecology and Solar Energy Applications

Fall or spring. 4 credits. Prerequisite: may be taken concurrently with or following Economics 382/582, and permission of instructor.

This course is designed to deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation, through learning about and construction of simple energy-related technologies, to be produced in workers' enterprises. Size of the class is limited by technical, space, and instruction resources. Some of the technologies may serve as a basis for projects to be undertaken in Economics 482.

ECON 499 Honors Program

Fall and spring. 8 credits. Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars

ECON 509 Microeconomic Theory I

Fall. 4 credits.
Topics in consumer and producer theory.

ECON 510 Microeconomic Theory II

Spring. 4 credits.

Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

ECON 513 Macroeconomic Theory: Static Income Determination

Fall. 4 credits.

ECON 514 Macroeconomic Theory: Dynamic Models, Growth, and Inflation

Spring. 4 credits.

ECON 516 Applied Price Theory

Spring. 4 credits.

The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

ECON 517 Intermediate Mathematical Economics I

Fall. 4 credits.

ECON 518 Intermediate Mathematical Economics II

Spring. 4 credits.

ECON 519 Econometrics I

Fall. 4 credits. Prerequisites: Economics 319-320 or permission of instructor.

This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 520.

ECON 520 Econometrics II

Spring. 4 credits. Prerequisite: Economics 519.

This course is a continuation of Economics 519 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

ECON 565 Economic Problems of Latin America

Spring. 4 credits.

For description see Economics 365.

ECON 581 Economics of Participation and Worker Management

Spring. 4 credits.

For description see Economics 381.

ECON 582 The Practice and Implementation of Self-Management

Fall. 4 credits.

For description see Economics 382

ECON 599 Readings in Economics

Fall or spring. Variable credit.
Independent study.

[ECON 603 Seminar in Peace Science

Fall. 4 credits. Not offered 1993-94. Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.]

[ECON 605 Advanced Social Theory for Peace Scientists

Spring. 4 credits. Prerequisites: Economics 505 and knowledge of microeconomic theory. Not offered 1993-94.

Study of diverse social science hypotheses and theories as they relate to, and can be synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.]

ECON 610 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: Economics 509, 510, 513, 514, 519, and 520.

This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory will be able to get some exposure to current research.

ECON 611 Advanced Microeconomic Theory

Fall. 4 credits.

ECON 612 Advanced Macroeconomic Theory

Fall. 4 credits.

ECON 617 Mathematical Economics

Spring. 4 credits.

ECON 618 Mathematical Economics

Fall. 4 credits.

ECON 619 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisites: Economics 519-520 or permission of instructor. Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

ECON 620 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisites: Economics 519-520 or permission of instructor. For description see Economics 619.

ECON 623 American Economic History

Fall or spring. 4 credits.

ECON 624 American Economic History

Fall or spring. 4 credits.

ECON 626 Methods in Economic History

Fall or spring. 4 credits.

ECON 631 Monetary Theory and Policy

Fall. 4 credits.

ECON 632 Monetary Theory and Policy

Spring. 4 credits.

ECON 635 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

ECON 636 Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits.

ECON 637 Location Theory and Regional Analysis

Fall. 4 credits. Prerequisites: Economics 509 and 517 and Econometrics.

Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.

ECON 638 Public Finance: Local Government and Urban Structure

Fall or spring. 4 credits.

An integration of urban economics and location theory with local public goods and state and local public finance topics. Both equilibrium models and dynamic analyses are explored.

ECON 641 Seminar in Labor Economics

Fall. 4 credits.

ECON 642 Seminar in Labor Economics

Spring. 4 credits.

ECON 644 The Labor Market and Public Policy: A Comparative View

Fall or spring. 4 credits.

ECON 647 Economics of Evaluation (also Industrial and Labor Relations 647)

Spring. 4 credits.

For description see Industrial and Labor Relations 647.

ECON 648 Issues in Latin America

Fall or spring. 4 credits.

ECON 651 Industrial Organization and Regulation

Fall. 4 credits.

ECON 652 Industrial Organization and Regulation

Spring. 4 credits.

ECON 653 Public Policy Issues for Industrial Organizations

Spring. 4 credits. Prerequisites: Economics 509, 510, and 651.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.

ECON 655 Rivalry and Cooperation

Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course will explore the details of rivalry and cooperation in an effort to synthesize broader views of

economic interaction. Topics will include the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.

ECON 656 Noncooperative Game Theory

Spring. 4 credits. Prerequisites: Economics 509-510 and 519.

This course surveys equilibrium concepts for non-cooperative games. We will cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We will pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis will be from the strict decision-theoretic point of view, but we will also survey some models of bounded rationality in games, including games played by automata.

ECON 657 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: Economics 509-510 and 519.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory will be discussed.

ECON 661 International Economics: Trade Theory and Policy

Fall. 4 credits.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

ECON 662 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics will be covered.

ECON 664 International Economics: Balance of Payments and International Finance

Fall or spring. 4 credits.

ECON 670 Economic Demography and Development

Fall or spring. 4 credits.

ECON 671 Economic Development and Development Planning

Spring. 4 credits.

Reviews the existing literature on the determinants of economic growth and the interrelationship between growth and income distribution through the process of economic development. A general equilibrium approach to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of

developing countries. Among the topics explored are: impact of structural adjustment and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral and regional development models built for such developing countries as India, Brazil, Indonesia and Ecuador.

ECON 672 Economics of Development

Fall. 4 credits. Prerequisites: first-year graduate economic theory and econometrics. Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

ECON 673 Economic Development

Fall or spring. 4 credits. Prerequisites: Economics 509 and 520. The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

ECON 674 Economic Systems

Spring. 4 credits.

ECON 675 Comparative Economic Organization and Institutions

Spring. 4 credits. Prerequisites: Economics 314 and 351-352 or equivalent. This course addresses problems of coordination, management, finance, and organizational structure in firms and, to some extent, economies. It covers topics such as coordination mechanisms for production activity, problems arising in the control of subordinate agents' behavior, decision making within firms, internal firm organization, financial institutions and loan contracts, and the market for firm control. Course material draws from literature on mechanism design and from the fields of industrial organization, finance, and comparative systems.

ECON 678 Economic Growth in Southeast Asia

Fall or spring. 4 credits.

ECON 681 Economics of Participation and Self-Management

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor. For description see Economics 381. Economics 681 is given on a more advanced graduate level.

ECON 682 Seminar on Economics of Participation and Labor-managed Systems

Fall. 4 credits.

ECON 684 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

W. Wetherbee, chair; D. Fried, director of undergraduate studies (255-3492); T. Murray, graduate faculty representative (255-7989); S. McMillin, director of honors program; B. B. Adams, A. R. Ammons, J. P. Bishop, A. Boehm, F. V. Bogel, L. Bogel, Laura Brown, Lois Brown, C. Chase, B. Correll, J. Culler, S. Davis, D. Eddy, L. Fakundiny, R. T. Farrell, A. Galloway, R. Gilbert, K. Gottschalk, L. Herrin, T. D. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. V. Kaske, M. Koch, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, M. McCoy, P. Marcus, D. Mermin, S. P. Mohanty, R. Morgan, H. Mullen, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, S. Samuels, P. Sawyer, D. R. Schwarz, M. Seltzer, K. Shanley, H. E. Shaw, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, S. Wong. Emeriti: M. H. Abrams, J. F. Blackall, A. Caputi, S. Elledge, R. Elias, J. R. McConkey, S. Parrish, M. A. Radzinowicz, S. C. Strout

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film. Literature courses focus variously on the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and to other disciplines. The department seeks not only to foster analytical reading and lucid writing but also, through the study of literary texts, to teach students to think about the nature of language, and to be alert to the rigors and pleasures of that ordinary and peculiar activity, reading.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or literary genre; others combine sustained work in creative writing with the study of literature. Others pursue special interests in such areas as women's literature, Afro-American literature, literature and the visual arts, or critical theory.

There are also many ways for students informally to supplement their course work in English, by attending the frequent lectures and poetry readings sponsored by the department, or by writing for campus literary magazines.

The Major

Any student considering a major in English should meet with the department's director of undergraduate studies to discuss the major and be assigned a major adviser. Copies of a brochure containing suggestions for English majors and prospective English majors are available in the department office, 250 Goldwin Smith Hall.

The Department of English recommends that its students ready themselves for the major by taking at least one preparatory course. Freshmen interested in majoring in English are encouraged to take one of the following freshman seminars: The Reading of Fiction (English 270), The Reading of Poetry (English 271), or Introduction to Drama (English 272). First-term freshmen with a score of 700 or above on the CEEB College Placement Tests in English composition or literature or 4 or 5 on the CEEB Advanced Placement Examination in English may enroll in English 270, 271, 272 as space permits (all students who have

taken one freshman seminar are permitted to enroll in these courses as space permits).

English 201 and 202, a survey of major British writers, though not required for the major, are strongly recommended for majors and prospective majors, since they afford an overview of the history of English literature, providing an introduction to periods, authors, and genres that allows students to make a more informed choice of advanced courses.

In addition, The American Literary Tradition (English 275) and the Essay in English (English 295) are especially suitable in preparation for the major.

Requirements

Each English major must complete with passing letter grades at least 36 credits in courses approved for the major. Students may count up to four courses for the major from the category entitled "200-level Courses Approved for the Major." All English courses numbered 300 or above count toward the major. Of the 36 credits required for the major, 12 (three courses) must be taken in literature before 1800. (Courses taken for the English major may also be used to satisfy the arts college humanities distribution requirement or, in the case of creative writing courses, the expressive arts distribution requirement.)

A major, then, might normally consist of three or four courses at the 200 level, three or four at the 300 level, and a couple of 400-level seminars. A student's selection of courses will ideally display some historical breadth (as is reflected in the requirement of three courses in literature before 1800) and training in the reading of several kinds of literature (such as drama, poetry, and fiction). In their final semesters, English majors should be ready for more advanced seminars in a more focused field of interest.

Foreign Language

English majors also are required to complete six credits of foreign language study (preferably in literature) in courses for which qualification is a prerequisite. Advanced placement credit does not fulfill this requirement, nor does the study of foreign literature in translation. Majors are urged to complete this requirement by the end of their sophomore year, and those who enter Cornell without sufficient preparation should begin their language study at once.

With the permission of their advisers, students may count toward the English major a maximum of 12 credits in literature or creative writing courses at the 300 level or above given by such departments and programs as Comparative Literature, Theatre Arts, Romance Studies, the Africana Studies and Research Center, and the Society for the Humanities. Double majors may count toward these 12 credits any courses, 300 level or above, taken in their other major if such courses are approved by their English department adviser as relevant to the study of literature.

Honors

Prospective candidates for the degree of Bachelor of Arts with honors in English should read the handout "English Department Honors Program," available in the English office. These students should discuss their qualifica-

tions with the chair of the Honors Committee during the spring term of their sophomore year, when they will be admitted provisionally to the program. During their junior year, honors candidates must take one honors seminar (English 491 or 492), which will reflect a dominant area of interest, address methods of scholarly research, and require the composition of a long end-of-term essay. Honors students are strongly encouraged to take an additional 400-level course in the field in which they plan to concentrate. On the basis of their performance, students will be officially admitted to the program at the end of the junior year. Seniors in honors enroll in a year-long tutorial (English 493 and 494) in which they work closely with a faculty member especially qualified to supervise the topic of the candidate's choosing; the year's work culminates in the writing of a scholarly honors thesis. (All seniors in the program are expected to attend informal sessions in which they discuss their work-in-progress.) More information about the program may be found in the department's brochure for honors candidates.

Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 level for nonmajors will vary from topic to topic, and permission of the instructor is required.

Freshman Writing Seminars

As part of the Freshman Writing Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Seminar requirement. Descriptions of Freshman Writing Program offerings may be found in the Freshman Writing Program listings, available from college registrars in August for the fall term and in November for the spring term.

Especially well-qualified students who are considering a major in English are encouraged to enroll in English 270, 271, or 272.

Students who have scored 4 or 5 on the Princeton exam or 700 or better on the English Composition or CEEB test are eligible to enroll in the fall semester (space permitting) in any one of these courses. English 270, 271, and 272 will be open to all freshmen in the spring semester who have satisfactorily completed one freshman seminar. Registration is handled by the Freshman Writing Program during freshman registration.

ENGL 270 The Reading of Fiction

Fall, spring, each summer. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Forms of modern fiction, with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present.

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Designed to sharpen the student's ability to understand and respond to poetry, through readings in the major periods, modes, and genres of poetry written in English.

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Selected works by such playwrights as Sophocles, Shakespeare, Ibsen, and Brecht introduce the chief idioms and styles of drama. The course work may include a special project related to the plays being produced by the Department of Theatre Arts.

Courses Primarily for Nonmajors

ENGL 205-206 Readings in English and American Literature

205, fall; 206, spring. 3 credits each term. Open to all undergraduates. English 205 is not a prerequisite for 206.

205: Fall, M W F 10:10-11:00. R. Farrell. An introduction to some of the major texts from the beginning of the literature through the eighteenth century. The first weeks will be devoted to *Beowulf* and two selections from the Chaucer's *Canterbury Tales* as samples of early yet readily understood literature. Readings from other authors include works by Shakespeare, Jonson, Marlowe, Donne, Pope, Swift, and Johnson.

206: Spring, TBA. D. Fried. Covers literature since the nineteenth century. A typical reading list will include novels by Austen, Emily Bronte, Hardy, James, Wharton, and Wright; poems by Blake, Browning, Hopkins, Frost and Plath; plays by Wilde and Mamet. Two lectures and one discussion session each week.

[ENGL 210 Medieval Romance: The Voyage to the Otherworld

3 credits. Not offered 1993-94.]

ENGL 227 Shakespeare

Fall, spring, summer. 3 credits. Each section limited to 25 students.

Fall: Section 1. T R 10:10-11:25. R. Parker. Section 2. M W 7:30-8:45 p.m. S. Davis.

Spring: Section 1. TBA. B. Adams. Section 2. TBA. C. Levy.

A critical study of representative plays from the principal periods of Shakespeare's career.

ENGL 288-289 Expository Writing

288, fall; 289, spring. 3 credits each term. Each section limited to 16 students. Prerequisites: Students must have completed the freshman writing requirements of their individual colleges before they may enroll in this course.

English 288-89 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form or use of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read regularly in relevant published material and do a substantial amount of new writing of their own each week, while reviewing and responding to each other's work. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required.

Students and instructors will confer individually throughout the term.

Fall 1993:

Section 1.—Criticism and the Popular Arts—B. Appelbaum.

Section 2.—The Political Essay—L. Gatch.

Section 3.—Writing about History—H. Shaw.

Section 4.—Rights, Politics, and the Constitution—L. Laufenberg.

Section 5.—Nature and the Human Eye—J. Landretti.

Section 6.—Writing in the Humanities—S. Davis.

Section 7.—Issues and Audiences—B. LeGendre.

Section 8.—The Press and Its Critics—A. Strum.

Section 9.—Writing in the Electronic Age—J. Ruffing.

Spring 1994: To be announced.

See English Department *Guide to Course Scheduling* for full fall and spring section descriptions.

Writing Courses

Students generally begin their work in Creative Writing with English 280 or 281. These two introductory courses do not count toward major credit. Creative writing courses at the 300 level or above are approved for the major.

ENGL 280-281 Creative Writing

Fall, spring, summer, and winter session. 3 credits. Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students each section. Please note the following registration procedures for Creative Writing 280-281: (Fall and Spring) enrollment is by ballot only. Students interested in Creative Writing must come to the Grand Course Exchange to fill out a ballot. Not open to Freshmen. No pre-registration for 280-281 will be accepted. Further details will be available in registration packets and at the Grand Course Exchange.

An introductory course in the theory and practice of writing narrative prose, poetry, and allied forms. English 280 is not a prerequisite for English 281.

ENGL 382-383 Narrative Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

ENGL 384-385 Verse Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

ENGL 480-481 Seminar in Writing

See complete course description in section headed Courses for Advanced Undergraduates.

Expository Writing

ENGL 381 Reading as Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

ENGL 386 Philosophic Fictions

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

[ENGL 387 Autobiography: Theory and Practice]

4 credits. Not offered 1993-94.]

ENGL 388-389 The Art of the Essay

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

200-Level Courses Approved for the Major

Students may take up to four of the following 200-level courses for credit toward the English major. Although courses numbered in the 200s are primarily for sophomores, some of them are open to qualified freshmen and to upperclass students.

ENGL 201-202 The English Literary Tradition #

Fall and spring. 4 credits. Open to undergraduates who have completed the freshman writing requirement. English 201 is not a prerequisite for 202.

201: Fall. M W F 10:10-11:00. B. Correll. Interpretation of major works ranging from *Beowulf* through Milton. Surveys Old English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Renaissance lyric poetry, and Milton.

202: Spring. TBA. P. Sawyer. Includes Dryden, Swift, Pope, Johnson, Blake, the major Romantic and Victorian poets, and Yeats. The course will be conducted by a combination of lectures and seminars.

ENGL 203 Major Poets

Fall. 3 credits.

M W F 1:25-2:15. R. Gilbert. Intensive readings in the work of six or seven poets chosen to represent important periods, modes, and assumptions about the uses of poetry. Poets to be studied may include Andrew Marvell, Alexander Pope, John Keats, Emily Dickinson, Thomas Hardy, Gwendolyn Brooks, A. R. Ammons.

[ENGL 204 Close Reading: An Intensive Introduction]

4 credits. Not offered 1993-94.]

[ENGL 207 Introduction to Twentieth-Century Poetry (also Comparative Literature 207)]

3 credits. Not offered 1993-94.]

[ENGL 247 Major Nineteenth-Century Women Novelists (also Women's Studies 248) #]

4 credits. Not offered 1993-94.]

ENGL 251 Twentieth-Century Women Novelists (also Women's Studies 251)

Fall. 4 credits.

T R 11:40-12:55. M. Hite. This course will be particularly concerned with questions about women's experience, perspective, and language raised by recent feminist criticism. We will read novels by Virginia Woolf, Jean Rhys, Zora Neale Hurston, Doris Lessing, Toni Morrison, Margaret Atwood, Joanna Russ, and others. Assignments include two major papers, a research project, and a number of short in-class writings.

[ENGL 253 The Modern Novel]

Fall. 4 credits. Not offered 1993-94.]

ENGL 255 African Literature @

Fall. 4 credits.

T R 11:40-12:55. B. Jeyifo.

An introduction to major African writers and literary traditions. Authors studied may include Achebe, Soyinka, Clark, Armah, Ngugi, and Aidoo.

ENGL 262 Asian American Literature (also Asian American Studies 262)

Fall. 3 credits.

T R 10:10-11:25. S. Wong.

This course will introduce students to the wide range of writing by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problems of defining an Asian American literary tradition.

ENGL 263 Studies in Film Analysis

Fall and spring. 4 credits. Enrollment limited to 20 students. Preference given to English majors.

Fall: T R 1:25-2:40. L. Bogel.

Special topic: **Interpreting Hitchcock.** Through detailed analysis of at least ten of Hitchcock's major films—from British silents such as *The Lodger* and the British talkies of the 30s (*The Thirty-Nine Steps*) to the early 40s work in Hollywood (*Spellbound*, *Notorious*), and major American films of his later period (*Rear Window*, *The Birds*)—we will consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts of psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship and the nature of desire and sexuality. Frequent short essays and viewing exercises encourage students to engage through their writing the course's critical concerns. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

Spring: TBA. L. Bogel.

Special topic: **Interpreting Melodrama and the Women's Film of the 30s and 40s.**

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such films as: *Stella Dallas*; *Now, Voyager*; *Rebecca*; *Mildred Pierce*; *The Women*; *Imitation of Life*; *Secret Beyond the Door*; *All This and Heaven, Too*; *So Big*; *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

ENGL 264 Ethnic Literature: Bridges and Boundaries

Fall. 4 credits.

T R 11:40-12:55. H. Mullen.

The American language that, William Carlos Williams noted, came "from the mouths of Polish mothers" has also been shaped by the oral and written traditions of Native Americans, Afro-Americans, Chicanos, and Asian Americans whose literary production will be examined in this course. Works by writers in these traditions will be studied as sites marking the emergence of a contemporary American language and literature capable of representing the diverse and particular realities of a multicultural nation. This course will focus especially on how each ethnic tradition uses the contested territories of geography, language, and gender in texts that both refer to and imaginatively construct communities and traditions based on collective experience. Discussion will focus on how each text makes connections and distinctions between individuals as well as within and among communities bound together by shared linguistics, geographical, and cultural traditions.

ENGL 265 Contemporary African American Literature

Spring. 3 credits.

TBA. Lois Brown.

In this course, we will read short stories, novellas, and novels by contemporary African American authors. Readings will include works by Toni Cade Bambara, David Bradley, Octavia Butler, Randall Kenan, Jamaica Kincaid, Toni Morrison, Terry McMillan, Gloria Naylor, Alice Walker, and John Edgar Wideman.

[ENGL 268 The Culture of the 1960s]

4 credits. Not offered 1993-94.]

ENGL 275 The American Literary Tradition

Fall, spring. 3 credits. Recommended for prospective majors in American Studies. This is *not* a Freshman Seminar.

Fall: T R 11:40-12:55. M. Seltzer. Spring:

TBA. H. Spillers.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

[ENGL 277 Folklore and Literature]

4 credits. Not offered 1993-94.]

ENGL 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, Archaeology 285, Art 372 and NS&E 285)

Spring. 3 credits.

3 lects. TBA. D. Eddy.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. Archaeological artifacts, works of art, and rare books will be discussed with focus on historical and technical aspects of their creation and on their analysis by modern methods including microscopic, infra-red, and x-ray examination and by nuclear techniques such as carbon dating and compositional analysis using neutrons and charged particles. Scientific concepts underlying the methods

will be discussed. Isotopic composition and/or radiographic images are used to identify pigments, inks, clays, etc.; to deduce geographical origins; to date and authenticate objects; and to study their creator's techniques.

ENGL 295 The Essay in English #
Spring. 4 credits. Prerequisite: completion of freshman seminar requirement.

To be announced. L. Fakundiny.
What is an essay and what is it for? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries and its flowering in the periodicals and magazines of the eighteenth and nineteenth centuries. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Temple, Swift, Addison, Steele, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, Irving, and DeQuincey. Essays by earlier writers are matched rhetorically and/or thematically with readings from more recent practitioners of the genre including Dubois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a course for students interested in reading essays and in thinking about how this nonfiction prose genre developed and how it works. No special background in literary history is assumed.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to juniors and seniors and to others with the permission of the instructor.

[ENGL 302 Literature and Theory (also English 702 and Comparative Literature 702)

4 credits. Not offered 1993-94.]

[ENGL 308 The Icelandic Family Saga

4 credits. Not offered 1993-94.]

ENGL 310 Old English Literature in Translation #

Fall. 4 credits.

M W F 10:10-11:00. A. Galloway.
This course will introduce in translation Anglo-Saxon poetry as well as other kinds of texts—histories, saints' lives, Scandinavian heroic narratives—that help define the contexts and traditions of England's earliest period of literary culture. The course will also survey some of the ways that scholars and historians from the seventeenth century to the present have approached this "first age" of English literature and society. Readings will thus include a critical or historical essay every week or so as well as some of the most powerful heroic, epic, religious, historical, and elegiac poetry and prose of the early medieval period.

[ENGL 311 An Introduction to Early Medieval Archaeology and Culture (also Archaeology 311, English 603) #

4 credits. Not offered 1993-94.]

ENGL 319 Chaucer #

Spring. 4 credits.

TBA. R. Farrell.

The course will center on a close reading of the major stories from the *Canterbury Tales*, *Troilus and Criseyde*, and some of the minor

works. Students will be given ample opportunity to learn Chaucer's language, so that all dimensions of the poems will be available to them. Prior knowledge of Middle English is neither expected nor required; course participants will be encouraged to follow up their own interests in class reports and papers.

ENGL 320 The Sixteenth Century—Tudor Culture #

Fall. 4 credits.

M W F 1:25-2:15. C. Levy.
The development of English as an imaginative and persuasive medium, from Wyatt and Ascham through Sidney, Spenser, Marlowe, Shakespeare (the nondramatic verse), and Hooker. Consideration in particular of lyric verse, pastoral, epic, and epyllion; prose stylistics, and rhetorical doctrine; and such early prose fiction as that of Green, Lodge, and Nashe. Some attention to Elizabethan drama other than Shakespearean and a brief excursion into late Elizabethan counterculture.

[ENGL 321 Spenser and Malory #
4 credits. Not offered 1993-94.]

[ENGL 322 The Seventeenth Century #
4 credits. Not offered 1993-94.]

ENGL 325 The Culture of the Renaissance (also Comparative Literature 362, and History 364) #

Spring. 4 credits.

TBA. C. Kaske and W. Kennedy.
Members of various departments will lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lecturers will include Peter Dear, history; Esther Dotson, history of art; Mark Jarzombek, history of architecture; and Neal Zazlaw, music. Lectures and discussion will introduce different methods of interpretation and of historical analysis. Writing requirements: two short papers and a final take-home examination.

ENGL 327 Shakespeare #

Fall. 4 credits.

M W 7:30-8:45 p.m. G. Teskey.
A survey of Shakespeare's major plays, with emphasis on his dramatic art.

ENGL 329 Milton #

Spring. 4 credits.

To be announced. G. Teskey.
An introduction to the poetry and thought of John Milton.

ENGL 330 Restoration and Eighteenth-Century Literature #

Fall. 4 credits.

T R 10:10-11:25. F. Bogel.
Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

ENGL 333 The Eighteenth-Century English Novel #

Spring. 4 credits.

To be announced. N. Saccamano.
The rise of the English novel. We will place the emergence of the novel as a dominant literary genre in the context of other intellectual and cultural developments in eighteenth-

century England and will discuss what the novel's changing form can tell us about the nature of fiction and the problems of representation. Novels by Behn, Defoe, Richardson, Fielding, Sterne, and Austen.

ENGL 336 American Drama and Theatre (also Theatre Arts 386)

Fall. 4 credits.

T R 1:25-2:40. J. E. Gainor.

A survey of twentieth-century American theatre and representative American plays.

ENGL 340 The English Romantic Period #

Fall. 4 credits.

T R 11:40-12:55. M. Jacobus.

Readings in the poetry, fiction, prose, and travel literature of the Romantic period, ranging from Wollstonecraft through Wordsworth and De Quincey, and including Mary Shelley among later Romantics such as Percy Shelley. We will pay attention to issues of gender, history, and race in both male and female writers, as well as exploring changing definitions of Romanticism with the help of contextual and critical material.

ENGL 345 The Victorian Period #

Spring. 4 credits.

TBA. P. Sawyer.

The Victorian Age was a period of turbulence and uncertainty much like our own. The extremes of wealth created by the factory system, the challenges of science to traditional religious belief, and the contradictory roles assigned to women, forced people to rethink basic questions and to seek answers in a flourishing literature. Readings will include the poetry of Tennyson, Browning, and Hopkins; two novels, *Great Expectations* and *The Mill on the Floss*; one play, *The Importance of Being Earnest*; and selections from Darwin, Carlyle, Mill, Ruskin and others. The format will be lectures with discussion.

ENGL 346 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, German Studies 351, Psychology 391).

Spring. 1 credit. Students enrolled in this section must be simultaneously enrolled in the Freud lecture course (347/389).

TBA. S. L. Gilman and visiting faculty from the Department of Psychiatry, CUMC. This optional discussion session will examine the clinical context and significance of psychoanalysis in the light of contemporary clinical practice. Depending on the faculty members collaborating on this section, the topics covered may include dream theory and analysis, transference and counter transference, gender-orientation, masochism.

ENGL 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, German Studies 347, and Psychology 389)

Spring. 3 credits.

TBA. S. L. Gilman.

This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved.

[ENGL 348 The Female Literary Tradition: Wollstonecraft to Woolf (also Women's Studies 348) #
4 credits. Not offered 1993-94.]

ENGL 350 The Early Twentieth Century (to 1914)
Fall. 4 credits.

T R 10:10-11:25. D. Schwarz.
Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens and others. While the emphasis will be on close reading of individual works we shall place the authors and works within the context of literary and intellectual history. The course will seek to define the development of literary modernism (mostly but not exclusively in England), and relate literary modernism to other intellectual developments, including those in painting and sculpture, especially the works of Picasso, Rodin and Matisse.

[ENGL 352 Echo of Tradition: Modernists and Their Sources
4 credits. Not offered 1993-94.]

ENGL 354 The British Modernist Novel
Spring. 4 credits.

TBA. M. Hite.
"....in or about December 1910," Virginia Woolf wrote, "human character changed." The change may have been neither as sudden nor as drastic as Woolf (with her tongue firmly in her cheek) claimed, but British novelists writing in what we now call the modern period—roughly, between Woolf's Georgian starting point and the beginning of World War II—did seem convinced that their culture was markedly different from the Victorian and Edwardian cultures that preceded them and that this difference affected both "human character" and the kind of writing that could best represent such altered concepts of humanity. This course will examine a number of works that illustrate the scope and diversity of the British modernist novel. Writers include E. M. Forster, Woolf, James Joyce, Jean Rhys, Ford Madox Ford, Dorothy Richardson, and D. H. Lawrence.

[ENGL 356 Postmodernist Fiction
4 credits. Not offered 1993-94.]

[ENGL 358 Twentieth-Century Experimental Fiction by Women
4 credits. Not offered 1993-94.]

[ENGL 360 The Esthetes and Their Critics #
4 credits. Not offered 1993-94.]

ENGL 361 Early American Literature
Fall. 4 credits.

T R 1:25-2:40. J. Porte.
American writing from the 1630s to the 1830s, including prose and poetry of the Puritans, Edwards, Franklin, Crèvecoeur, Jefferson, Brockden Brown, Irving, Bryant, Cooper, and the early work of Poe, Hawthorne, and Emerson. This course may be used to fulfill the major requirement of courses in literature before 1800.

ENGL 362 The American Renaissance #
Spring. 4 credits.

TBA. J. Bishop.
A course with this title may be expected to include exemplary testimony by Emerson, Thoreau, Whitman, Hawthorne, Melville, and Dickinson. This should leave room for one or two additional texts by such recently rediscovered writers of the period as Margaret

Fuller, Harriet Jacobs, or perhaps even Harriet Beecher Stowe.

[ENGL 363 The Age of Realism and Naturalism
4 credits. Not offered 1993-94.]

ENGL 364 American Literature between the Wars
Fall. 4 credits.

T R 2:55-4:10. J. Porte.
This course will alternate with English 365, which surveys American literature since 1945. It will be concerned with a sequence of works exemplifying various aspects of American literary culture between the First and Second World Wars. Topics will include: small town life in America; xenophobia; the new urban scene; expatriation; trends in Modernist and popular poetry; the Harlem Renaissance; immigrant responses to America; feminism; the literature of socio-political consciousness. Authors/works to be studied will include: Edith Wharton, Ernest Hemingway, Scott Fitzgerald, *The New Negro* (ed. Alain Locke), William Faulkner, Hart Crane, Vachel Lindsay, John Dos Passos, Henry Roth, Zora Neale Hurston, Clifford Odets, John Steinbeck, and Richard Wright.

[ENGL 365 American Literature since 1945
4 credits. Not offered 1993-94.]

[ENGL 366 The Nineteenth-Century American Novel #
4 credits. Not offered 1993-94.]

[ENGL 367 The Modern American Novel (up to WW II)
4 credits. Not offered 1993-94.]

[ENGL 368 The Contemporary American Novel
4 credits. Not offered 1993-94.]

ENGL 370 The Nineteenth-Century English Novel #
Fall. 4 credits.

M W F 1:25-2:15. H. Shaw.
A study of representative works by major British novelists from Austen to Eliot. The course concentrates on how the large panoramic social novels that are the glory of Victorian fiction explore individual psychology and place individuals in social and historical context. These novels helped men and women in the nineteenth century to imagine and confront a range of problems that are still with us today. Yet for all their underlying seriousness, or perhaps because of it, they are full of laughter. Works by Austen, Scott, Dickens, Trollope, and Eliot.

ENGL 371 American Poetry to 1950
Spring. 4 credits.

TBA. R. Gilbert.
A critical examination of the American poetic tradition, particularly as it evolves from Emerson. Poets to be considered will include Walt Whitman, Emily Dickinson, Robert Frost, Ezra Pound, William Carlos Williams, Wallace Stevens, T. S. Eliot, Marianne Moore, H. D. Langston Hughes, and Hart Crane.

ENGL 372 English Drama to 1700 (also Theatre Arts 372) #
Fall. 4 credits.

T R 2:55-4:10. S. McMillin.
Major plays and other events in the English theatre, from the medieval craft cycles through the age of Shakespeare to the Restoration period. Writers include Marlowe, Kyd, Shakespeare, Dekker, Jonson, Middleton,

Beaumont and Fletcher, Webster, Etherege and Wycherley.

ENGL 373 English Drama from 1700 to the Present (also Theatre Arts 373)
Spring. 4 credits.

TBA. S. McMillin.
The modern side of English drama, from the Restoration to contemporary plays. Writers include Behn, Congreve, Dryden, Tate, Sheridan, Shelley, Robertson, Shaw, and Churchill.

ENGL 374 Nineteenth-Century American Women Writers (also Women's Studies 374) #
Spring. 4 credits.

TBA. Lois Brown.
In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos, and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity and expressed sexuality, restrictive domesticity and dangerous but vital autonomy. Readings will include Louisa May Alcott's *Behind a Mask*; Kate Chopin's *The Awakening*; Frances Harper's *Iola LeRoy*; Harriet Beecher Stowe's *Uncle Tom's Cabin*; and Harriet Wilson's *Our Nig*.

ENGL 381 Reading as Writing
Spring. 4 credits.

Limited to 15 students by permission of the instructor on the basis of writing samples (prose) submitted in advance, preferably during preregistration.

TBA. L. Fakundiny.
A course in writing about texts from a range of genres including but not necessarily limited to the epic, the satire, the novel; for English majors or nonmajors who have enjoyed and done well in such courses as English 270-272, 288-289, 388-389 (as well as courses in English, American, and other literatures), and who have an interest in the processes by which our solitary experiences as readers evolve into written commentary accessible to the understanding and judgment of others. The course emphasizes close readings as the initial stage of an interpretive continuum that culminates in essays about individual texts. Students should be prepared to read a small group of works attentively and repeatedly, to present their readings to the class both orally and in writing and, by means of these activities, to develop a portfolio of well-crafted prose for final submission at the end of term.

ENGL 382-383 Narrative Writing

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students. Students are encouraged to take English 280-281 previously. Prerequisite: permission of instructor, normally on the basis of a manuscript.

382 Fall: M W 12:20-1:10, L. Herrin; T R 10:10-11:00, M. McCoy; M W 1:25-2:15, TBA; plus conferences to be arranged. 383 Spring: M W 2:30-3:20, D. McCall; TBA, E. Rosenberg; TBA, M. Koch.

The writing of fiction; study of models; analysis of students' work.

ENGL 384-385 Verse Writing

Fall or summer, 384; spring, 385. 4 credits each term. Each section limited to 15 students. Prerequisites: English 280 and 281 and permission of instructor.

384 Fall: M 2:30-4:25, P. Janowitz; M W 2:30-3:25, TBA; 385 Spring: TBA, A. Ammons; TBA, K. McClane.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 386 Philosophic Fictions

Permission of the instructor. Students wishing to enter the course should furnish the instructor with a writing sample before the start of the term.

Spring. 4 credits.

TBA. S. Davis.

"Fictions"—of voice, audience, plot, point of view, figurative language, and thought—abound in all good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and issues they raise, and experiment with writing in similar forms. The "fictions" read and written in this course are not conventional realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, answer questions, or involve readers in pleasingly or disturbingly insoluble problems. Readings will include such works as Plato's *Gorgias*, Swift's "Modest Proposal," Voltaire's *Candide*, Carroll's *Alice* books, short fictions by Borges and Octavia Butler, essays by Richard Rorty and Anthony Appiah, selections from Wittgenstein's *Philosophical Investigations*, and Stoppard's *Dogg's Hamlet, Caboot's Macbeth*.

ENGL 387 Autobiography: Theory and Practice

Fall. 4 credits.

T R 8:40-9:55. A. Boehm.

In this nonfiction prose-writing seminar we explicate canonical autobiographies as models of rhetoric to be imitated in weekly writing assignments.

ENGL 388-389 The Art of the Essay

Fall, 388; Spring, 389. 4 credits each term. Limited to 15 students. Prerequisite: permission of the instructor, on the basis of one or more pieces of recent writing (prose) submitted **before** the beginning of term, preferably at preregistration time.

Fall. T R 2:55-4:10. L. Fakundiny.

For both English majors and nonmajors who have done distinguished work in freshman seminars and in such courses as English 280-281, 288-289, and who desire intensive practice in writing personal essays. The course assumes a high degree of self-motivation, a capacity for independent work, and a critical interest in the work of other writers; it aims for a portfolio of nonfiction prose that is conceptually rich and stylistically polished.

Interested students should submit one or more samples of recent writings (prose) to the instructor **before** the beginning of term, preferably at preregistration.

Spring. TBA. C. Levy.

Interested students should submit a writing sample to Professor Levy before the beginning

of the term, preferably during course scheduling.

For both English majors and nonmajors who have done well in freshman writing seminars, or in such courses as English 288-89, and who desire intensive practice in writing essays.

Particular, but not exclusive, emphasis on expository techniques of analysis and persuasion.

ENGL 390 Black Autobiography

Fall. 4 credits.

T R 2:55-4:10. H. Mullen.

How does autobiographical writing influence cultural constructions of black identity? How do cultural constructions of black identity shape the writing of black autobiography? How do writers negotiate between individual and collective identities? What is the relation of nineteenth and early twentieth century slave narrative, spiritual narratives, and other autobiographical writings to contemporary black autobiographies? What narrative conventions and tropes recur in the tradition of black autobiographical writing? Discussions will focus on these and other questions as they relate to autobiographers from Frederick Douglass and Harriet Jacobs to Lorene Cary and Jake Lamar.

Courses for Advanced Undergraduates

Enrollment in courses at the 400 level is generally limited by prerequisite or permission of the instructor.

ENGL 402 Literature as Moral Inquiry

Fall. 4 credits.

T R 10:10-11:25. S. Mohanty.

What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We will read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, Nietzsche, and Rawls. We will also read classic works like the Bhagavad Gita and recent works in feminist ethical theory. Our attempt will be to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, James's *Portrait of a Lady*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, Achebe's *Things Fall Apart*, and Handke's *The Left Handed Woman*. Other writers we will most probably read include Nadine Gordimer, Doris Lessing, Salman Rushdie, and Kazuo Ishiguro. The emphasis will be on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

ENGL 404 History into Fiction: Nazis and the Literary Imagination (also Comparative Literature 404, and German Studies 414)

Fall. 4 credits. By permission of instructor.

M W F 11:15-12:05. E. Rosenberg.

The twelve years of Hitler's rule remain the most critical, "longest" years of the century. We shall read some seven or eight texts by Anglophone and Continental novelists (and a

few playwrights and poets) that explore salient features of the regime: Weimar and Hitler's rise to power (e.g., Mann's "Mario and the Magician," "Disorder and Early Suffering," Brecht's *Arturo Ui*, Faulkner's "Percy Grimm," Isherwood's *Berlin Stories*; civilian life in Nazi Germany (Grass's *Tin Drum*); World War II (Boell's fiction); the persecution of European Jews (Sarte's "Childhood of a Leader," Brecht's "Jewish Wife," selections from Julian Barnes's novel, *History of the World*); the Occupation (Camus's *The Plague*, Nabokov's "That in Aleppo"); the Holocaust (e.g., Weiss's *Investigation*, Borowski's *This Way for the Gas*, Spiegelman's *Maus I or Maus II*); lyrics by Celan, Nelly Sachs, Anthony Hecht. Brief ancillary selections by historians and memorialists (Arendt, Primo Levi, Bettelheim, Anne Frank); uses of documentary materials. Two papers; no exam. Limited enrollment.

ENGL 405 The Politics of Contemporary Criticism

Fall. 4 credits. Limited to 15 students. Open only to undergraduates. Prerequisites: permission of instructor. Background in literary studies will be expected, but no training in critical theory will be presumed.

T R 1:25-2:40. S. Mohanty.

An introduction to some of the major issues in contemporary criticism through an examination of the relationship between two influential movements in critical theory—hermeneutics and deconstruction. Adherents of both movements seem to agree about the fundamental opposition between their respective approaches and conclusions. We shall try to understand the issues at stake in this opposition, exploring such questions as: What is a (literary) text? What is interpretation and what are its limits? What political issues underlie particular critical strategies and methodological choices? We shall negotiate between the competing claims of each position and focus on the implications of answers to such questions in actual critical analysis. Primary readings from some of the chief exponents of the two movements, particularly Paul Ricoeur, Hans-Georg Gadamer, and Jacques Derrida. Additional readings, from a variety of critical and philosophical traditions, including such authors as Rorty, Eagleton, Felman, Foucault, and Jameson.

[ENGL 406 Archaeology of Early Christian England and Ireland]

4 credits. Not offered 1993-94.]

[ENGL 407 Constructions of African American Heroism]

4 credits. Not offered 1993-94.]

ENGL 408 Poetry of the 1990s (also Comparative Literature 472)

W 10:10-12:05. J. Monroe.

Where is poetry now? Where is it heading as we move toward the twenty-first century? What is its current situation in light of the historic changes that have occurred over the past several years? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries, a time of renewal and redefinition, we'll track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including literary journals, general-circulation magazines, anthologies, and non-print media, as well as individual poetry collections.

ENGL 411 Introduction to Old English (also English 611)

4 credits.

M W F 10:10–11:00. R. Farrell.

This course will provide participants an understanding of the earliest English language and literature. No previous work in Old Middle English is expected or required. Knowledge of the base and matrix of English will provide students with a new perspective on all aspects of English language and literature.

[ENGL 412 Beowulf (also English 612) #

4 credits. Not offered 1993–94.]

ENGL 413 Middle English (also English 614) #

Spring. 4 credits.

TBA. T. Hall.

This course surveys the literature of later medieval England, beginning with the cultural, literary, and linguistic collapse of standard Old English and proceeding to the age of Chaucer and perhaps a bit beyond. Readings will move through chronicles, homilies, lyrics, and acknowledged literary masterpieces such as *The Owl and the Nightingale*, the works of the Pearl poet, selections from *Piers Plowman*, and other poems from the 'alliterative revival.'

ENGL 415 History of the English Language (also English 615)

Fall. 4 credits.

M W F 9:05–9:55. B. Adams.

A survey of the historical development of English from Anglo-Saxon times to the present, with special emphasis on the post-medieval period and special attention to the interests of students of literature.

ENGL 416 Antiquity Received: Pre-Modern Texts and Editions (also Society for the Humanities 414)

Spring. 3 credits.

TBA. S. M. Anderson.

This seminar will focus on a group of seventeenth- and eighteenth-century books held by the Fiske Icelandic Collection, investigating these imprints from a number of different angles. These perspectives include a hands-on examination of the books, comparing them with more recent paradigms for the scholarly edition and such technological extensions of the book as hypertext editions, and the reception of the texts by their audiences. Expertise in Old Icelandic is *not* required.

ENGL 421 Spenser (also English 620)

Spring. 4 credits.

TBA. C. Kaske.

The first third of the course will deal with the shorter poems—*Epithalamion*, *Mutopotmos*, *Four Hymnes*, *Colin Clouts Come Home Againe*, *Mutabilitie Cantos*, and selections from the *Amoretti* and the *Shepheardes Calender*. The final two thirds will be devoted to Spenser's epic *The Faerie Queene* and his prose treatise *A View of the Present State of Ireland*. Requirements include a take-home midterm and a long final paper. Covering almost everything Spenser wrote, the course will focus on intertextuality, genre, the constructions of the sexually and racially alien, public and private virtues, and the interplay of hierarchical with egalitarian paradigms.

ENGL 423 Seventeenth-Century Lyric #

Spring. 4 credits.

TBA. B. Correll.

A study of representative seventeenth-century English poets, both major and minor, male

and female, secular and religious. In addition to giving attention to formal aspects of the poetry, we will consider questions of historical context and the poetic speaker. As we shall see in our readings, these seventeenth-century poets are both products and producers of their culture. We will also study the critical reception of seventeenth-century poetry and its place in contemporary English studies.

[ENGL 424 Lyric Sequences (also English 624) #

4 credits. Not offered 1993–94.]

ENGL 427 Studies in Shakespeare

Fall and spring. 4 credits

Fall: T R 10:10–11:25. W. Cohen.

Fall: Shakespeare and race.

Race is here construed loosely, to encompass ethnicity, Eurocentrism, imperialism, and religion, as well as race in the narrow sense. A recurrent concern is the relationship between the issues and matters of gender and sexuality. Probable readings: *Titus Andronicus*, *Love's Labour's Lost*, *The Merchant of Venice*, the sonnets, *Troilus and Cressida*, *Othello*, *Timon of Athens*, *Antony and Cleopatra*, *Pericles*, and *The Tempest*.

Spring: TBA. B. Adams.

Spring: Comedies and romances.

Selected comedies and romances, from *The Comedy of Errors* to *The Tempest*, and including at least one "problem" comedy.

ENGL 429 Readings in the New Testament (also Comparative Literature 429, NES 429, and Religious Studies 429) #

Fall. 4 credits.

M W F 12:20–1:10. J. Bishop.

Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1993 will be on Mark, John, and the Johannine letters. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

ENGL 432 Sex, Sentiment, and Ideology: England in the 1790s (also Society for the Humanities 405)

Fall. 3 credits.

R 12:20–2:15. C. Johnson.

This seminar investigates the literature of the 1790s as a response to civil war and the crisis of masculine self-definition it brought about. Sentimentality of the '90s made it not only possible but urgent for men to take on effective traits classically assigned to women; as Burke made clear, only "men of feeling" are susceptible to the emotions of veneration and solicitude upon which civilization depends. Covering pamphlets, tracts, and novels, we will examine the disruptions in gender both between and within the sexes caused by this politically motivated reconfiguration of masculinity, and we will stress the following questions: What is the role of male affectivity in the public sphere? Where is the place for femininity under the sentimental dispensation? Where is the place for non-sentimental masculinity? How do sentimental/gothic texts resist the

heterosexualizing emphases of radical and reactionary discourse?

ENGL 435 The Victorian and Edwardian Theatre (also Theatre Arts 435)

Fall. 4 credits. Limited to 15 students.

Prerequisite: permission of instructor.

T 10:10–12:35. J. E. Gainor.

An in-depth exploration of theatre and drama in England from the mid-nineteenth to early twentieth centuries. Topics will include melodrama, the social problem play, the popular stage, the conditions of theatrical production, and the impact of European theatre. Representative authors include Robertson, Pinero, Shaw, Wilde, Robins, Galsworthy, and St. John.

ENGL 437 Fictions of Apartheid and Modes of Liberalism @

Spring. 4 credits.

TBA. B. Jeyifo.

This course involves a study of selected works of four major contemporary white South African authors: Athol Fugard, Nadine Gordimer, Breyten Breytenbach, and J. M. Coetzee. The genres include drama, fiction, and the essay. Issues examined include modernity and Apartheid, constructions and deconstructions of racialized identity, ideological interpellations of the subject by juridical and cultural texts, revolutionary optimism and philosophical pessimism.

[ENGL 440 English Romanticism after the Revolution #

4 credits. Not offered 1993–94.]

ENGL 441 The British Romantic Novel

Spring. 4 credits. Limited to 20 students.

TBA. H. Shaw.

Readings in the remarkable group of British novels that influenced the Romantic poets or were influenced by them. Some of these works are darkly serious; others are playfully ironic; several are both at once. We will focus on interests the novelists and poets share, including their preoccupation with the place of the mind in nature, and the uses, comic and serious, they made of Gothic and supernatural motifs. No previous knowledge of the poets is assumed: we will read selections from their works as we study the novels. Readings will include Radcliffe, *The Italian*; Beckford, *Vathek*; Shelley, *Frankenstein*; Hogg, *Confessions of a Justified Sinner*.

[ENGL 442 Libertines and License #

4 credits. Not offered 1993–94.]

[ENGL 443 The Dandy in London and Dublin #

4 credits. Not offered 1993–94.]

ENGL 445 Nineteenth-Century Women's Fiction

Spring. 4 credits.

TBA. D. Mermin.

Works by Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Brontë*) as well as several novels.

[ENGL 446 Victorian Poetry

4 credits. Not offered 1993–94.]

ENGL 448 The American Short Story

Spring. 4 credits.

TBA. R. Morgan.

A seminar exploring the origins of the modern short story in the magazines and newspapers of the late eighteenth century and early nineteenth century, and the evolution of the form through the work of Irving, Poe, Hawthorne, Melville, Twain, James, Jewett, and others to 20th century examples. I would like to consider the larger background of the short narrative in the work of Boccaccio and later European authors, as well as the impact of history and popular media on the contemporary short story. Students will write both critical papers and works of fiction.

[ENGL 449 The Self and the Colonial Encounter: Kipling and Conrad #]
4 credits. Not offered 1993-94.]

ENGL 450 The History of the Book
Spring. 4 credits. Limited to 20 students.
Prerequisites: permission of the instructor.

TBA. D. Eddy.

A study of the physical aspect of books printed during the last six centuries. Included are papermaking, typography and printing, bookbinding, and the history of book illustrations; the transmission of texts and bibliographical descriptions of hand-printed and modern trade books. Above all, this is the study of the book as a work of art.

[ENGL 451 The Long Poem in America]
4 credits. Not offered 1993-94.]

[ENGL 453 Public Aesthetics: Technology, Censorship, and the Arts]
4 credits. Not offered 1993-94.]

[ENGL 454 Slave Narratives and the Production of Black Literature #]
4 credits. Not offered 1993-94.]

[ENGL 455 Aesthetes and Decadents #]
4 credits. Not offered 1993-94.]

[ENGL 456 Edith Wharton, Willa Cather, and Eudora Welty (also Women's Studies 456)]
4 credits. Not offered 1993-94.]

ENGL 457 Melancholy and History (also Society for the Humanities 409)
Fall. 3 credits.

T 12:20-2:15. A. Sokolsky.

Focusing principally on literary texts, we will consider melancholy as a form of social and cultural critique, and as a symptomatic logic by which to negotiate one's relation to a lost past. Issues will include the role of melancholy in sustaining willed anachronisms; in forming national identity; in representing luxury and work; and in figuring political upheaval in the guise of sibylline possession. We will consider what it means to attribute a psyche to a text or to a culture, or conversely to imagine a state, a discourse of the self, or a literary text free from the concept of repression. The course will be divided into three sections: "The Melancholy State," "Hypochondria and the Body Politic," and "Mania and Charisma." Readings will be drawn from works by Burton, Freud, Klein, Kristeva, Austin, Duras, Merrill, G. Eliot, H. James, Barnes, Aristotle, Macchiavelli, Marx, Weber, Benjamin, de Certeau, Jameson, and Zizek. Films will include *Stella Dallas*, *Now, Voyager*, *My Man Godfrey*, and *The Blue Light*.

ENGL 458 Mayhem, Myth, and Modernism

Fall. 4 credits. Enrollment limited to 15 students.

T R 2:55-4:10. P. Marcus.

Vision and form in major texts from the period between the world wars. An exploration of the search for values in a troubled era and of concomitant formal experiments. The syllabus will include Lawrence, *Women in Love*; Joyce, *Ulysses* (selections); Pound, *Hugh Selwyn Mauberley* and *The Cantos*; Eliot, *The Wasteland* and *Four Quartets*; Woolf, *Mrs. Dalloway* and *To the Lighthouse*; Hemingway, *The Sun Also Rises*; and Yeats, *The Tower* and *Last Poems*. Some attention will be given to parallel developments in the visual arts and to the work of Frazer in anthropology and Jung in psychology.

[ENGL 459 Contemporary British Drama]
4 credits. Not offered 1993-94.]

ENGL 462 The Scarlet Letter and American Literature

Spring. 4 credits.

TBA. R. Gilbert.

A striking characteristic of American literature is its habit of obsessively rewriting a few key texts. One of these is Nathaniel Hawthorne's *The Scarlet Letter*, a work that continues to haunt the American literary imagination. In this seminar we'll begin by studying Hawthorne's novel closely together with its historical and literary contexts, including Puritan source material, related tales and sketches by Hawthorne, and contemporary reviews and essays. We'll then read and discuss a series of works that in one way or another may be said to issue from and to revise Hawthorne's classic. These will include some or all of the following: Henry James, *Daisy Miller*; Harold Frederic, *The Damnation of Theron Ware*; Kate Chopin, *The Awakening*; Edith Wharton, *The House of Mirth*; Willa Cather, *My Antonia*; William Faulkner, *As I Lay Dying*; Toni Morrison, *Sula*; John Updike, *Roger's Version*; Joyce Carol Oates, *I Lock My Door Upon Myself*. (If there's time we may also briefly consider the film versions of *Gone with the Wind* and *A Streetcar Named Desire*.) Some of the issues that will recur in our discussions include female transgression and its social consequences; the nature of communities and codes; changing visions of the American self; the relation between sympathy and judgement in narrative; the place of religion in American culture. Underlying the entire course are the questions of how and why a single work has exerted so lasting a hold on American fiction, and what it means to read one work as a revision of another.

[ENGL 464 Black Women Writers]
4 credits. Not offered 1993-94.]

[ENGL 465 Proseminar in American Studies (also American Studies 465)]
4 credits. Not offered 1993-94.]

[ENGL 466 Language Poetry (also English 698 and Comparative Literature 498/698)]
4 credits. Not offered 1993-94.]

[ENGL 467 Culture and Technology]
4 credits. Not offered 1993-94.]

[ENGL 468 James Baldwin (also English 686)]
4 credits. Not offered 1993-94.]

ENGL 469 William Faulkner
Fall. 4 credits.

T R 11:40-12:55. H. Spillers.

This course will examine selected writings of William Faulkner, beginning with some of the

early novels (*The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*) and concluding with *A Fable*. We will consider Faulkner's impact as a maker of myth and as one of the leading figures of a literary discourse that creates a modernist sensibility in American letters. As a southern writer, Faulkner is traditionally confined to the character study of exotic types, but his systemic fictional exploration of "violence and the sacred" provides a powerful clue to the larger issue of a national identity. Faulkner, in his own terms, dared to imagine "culture" as a problem for fiction. This course will attempt to consider the outcome.

ENGL 470 Studies in the Novel: Joyce's Ulysses

Spring. 4 credits.

TBA. D. Schwarz.

A thorough episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We shall place *Ulysses* in the context of Joyce's canon, Irish culture, and literary modernism, including painting and sculpture. We shall explore the relationship between *Ulysses* and other experiments in modernism and show how it redefines the concepts of epic, hero, and reader. We shall discuss how *Ulysses* raises major issues in literary study and tests various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts.

[ENGL 472 Irish Culture]
4 credits. Not offered 1993-94.]

ENGL 473 Through the Thirties: African American Literature, 1900-1939
Fall. 4 credits.

T R 1:25-2:40. Lois Brown.

In this course, we will use African American magazine fiction, novels, essays and film to chart the development of the twentieth century African American literary tradition. As we investigate African American literature written between 1900 and 1939, we will examine the conflicts and trials of passing, contrasts between the city and country, tensions within folk culture, and the perceptions that these writers had of their social, cultural and political roles and responsibilities as African American artists. In addition, we will be considering the ways in which various writers develop the figure of the "tragic mulatto" and resolve the particular racial and social issues that often surround this racial figure.

ENGL 474 African American Poetry since 1940

Spring. 4 credits. Limited to 15 students. Admission by permission of the instructor only.

TBA. K. McClane.

African American poetry, like African American literature in general, has always served two masters, the artistic and the political. We will begin with the canonical works of Gwendolyn Brooks, Robert Hayden, and Imamu Amiri Baraka, three of America's most distinguished poets. From there we will read widely in contemporary African American poetry, including Mari Evans, Audre Lorde, Rita Dove, Ai, Nathaniel Mackey, Michael Harper, Lucille Clifton, Sonia Sanchez, and Ethelbert Miller. To increase our acquaintance with "new poetic voices" students will be asked to present a poet not included on our shared reading list. Clearly, one cannot understand African American poetry without

appreciating the crucial historical and political movements which undergird it, including the assimilationist movement of the early 1940s and 1950s, the Black Aesthetic movement of the 1960s and 1970s, and the new "hodge-podge" aestheticism of the 1990s. Still, whatever the decade, African American poets have continued to define their identity as either Americans or displaced Africans, using their considerable talent to explain the vexations of being both black and despised. The poetry—like all art that is truly contemporary—often seems to slippery, too present, and too difficult for the tentative critic. And yet poems like "The Middle Passage" in the 1950s, "In the Mecca" in the 1970s, and "A Dark and Splendid Mass" in the 1990s are essential evocations, ones that astonish us for their craft, their irrefutable wisdom, and their depth of feeling. Students will be expected to give a class presentation and to write a substantial term paper.

[ENGL 475 Feminist Literary Criticism]
4 credits. Not offered 1993–94.]

ENGL 477 Children's Literature
Fall and summer. 4 credits.

M W F 2:30–3:20. A. Lurie.
An in-depth survey of classic English and American works for children from 1850 to the present. Readings may include Jacobs, *English Fair Tales*; MacDonald, *The Light Princess*; Carroll, *Alice In Wonderland*; Alcott, *Little Women*; Twain, *Tom Sawyer*; Stevenson, *Treasure Island*; Kipling, *The Jungle Books*; Baum, *The Wizard of Oz*; Barrie, *Peter Pan*; Nesbit, *The Story of the Amulet*; Grahame, *The Wind in the Willows*; Milne, *Winnie-the-Pooh*; Tolkien, *The Hobbit*; White, *Charlotte's Web*; L'Engle, *A Wrinkle in Time*; and Seuss, *The Cat in the Hat*.

ENGL 478 Self and Nation in Asian American Literature (also Asian American Studies 478)

Spring. 4 credits.
TBA. S. Wong.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry and drama by Chinese American, Filipino American, Japanese American, and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.

ENGL 479 Jewish-American Writing (also Jewish Studies 478)
Fall. 4 credits.

W 2:30–4:25. J. Porte.
A study of American writing from about 1895 to the present that is concerned with the Jewish experience in the New World. Some topics to be covered: immigrant life, gender issues, the conflict between religious and secular outlooks, political affiliation, the Great Depression, the Group Theater, anti-Semitism, Jewish life in the suburbs, the effect of the Holocaust, the "renewal" of Yiddish culture and religious interest. Authors to be studied may include: Abraham Cahan, Anzia

Yeziarska, Fannie Hurst, Mike Gold, Henry Roth, Clifford Odets, Muriel Rukeyser, Karl Shapiro, Lionel Trilling, Alfred Kazin, Saul Bellow, Bernard Malamud, Philip Roth, and Cynthia Ozick. There will be opportunities for research in secondary sources and we shall probably study some films on Jewish subjects (e.g., *Hester Street* and *Crossing Delancey*).

ENGL 480–481 Seminar in Writing
Fall and spring. 4 credits. Each section limited to 15 students. Students are encouraged to take English 280–281 and either 382–383 or 384–385 previously. Prerequisite: permission of instructor, normally on the basis of a manuscript.

480 Fall: M W 2:30–3:20, L. Herrin; W 2:30–4:25, P. Janowitz. 481 Spring: TBA. M. McCoy.

Intended for those writers who have already gained a basic mastery of technique. Students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

ENGL 482 Poetics of Poets and Critics
Fall. 4 credits.

M W F 3:35–4:25. D. Fried.
Designed for poets prepared to take Yeats' advice, "...learn your trade./Sing whatever is well made," and for critics wishing to study the ways in which the principle verse forms of English poetry have been adopted and adapted through the centuries. Some weekly assignments will ask students to try their hand at the form under discussion, from blank verse and ballad, sonnet, and villanelle, to "shaped" and "concrete" poems. Others will call for prose commentaries on poems or poetic issues. Seminar discussions will include attention to students' verses, as well as analysis of exemplary poems from the Renaissance to the present and of essays by poets and critics. Not a writing workshop as such, this course will use the writing of verse as a means of investigating crucial questions of poetic form and language, and of understanding how poets writing in English achieve the effects they do.

[ENGL 485 Poetry of Things: A Workshop (also Society for the Humanities 406)]

4 credits. Not offered 1993–94.]

ENGL 491 Honors Seminar I

Fall. 4 credits. Prerequisite: permission of director of the Honors Program.

Section 1. George Eliot. (also Women's Studies 492)

T R 8:40–9:55. D. Mermin.
We will read several of Eliot's major novels, from *Adam Bede* to *Daniel Deronda*, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.

Section 2. Inventing Human Nature: Passion and Experience in the Seventeenth and Eighteenth Centuries.

T R 1:25–2:40. N. Saccamano.
This course will investigate the role played by the passions in "inventing" the notion of human nature that has been dominant in our

culture for over two centuries. We will examine the ways in which the stress on the body, experience, and sexuality in writings of the seventeenth and eighteenth centuries challenged earlier definitions of the human subject and gave rise to new forms of discourse (autobiographical essay, genealogical history, novel). Concentrating primarily on literary works of various genres, we will also read some ethical and political philosophy. Authors will include Montaigne, Hobbes, Rochester, Behn, Swift, Defoe, Cleland, and Sterne.

ENGL 492 Honors Seminar II

Spring. 4 credits. Prerequisite: permission of director of the Honors Program.
Section 1. Early Shakespeare.

TBA. S. McMillin.
Studies in the first half of Shakespeare's career, intended to introduce the critical and scholarly questions important in Shakespeare studies today. Readings will include *Henry IV, Parts One and Two*, *Henry V*, *Romeo and Juliet*, *Comedy of Errors*, *Much Ado about Nothing*, *Merchant of Venice*. Assignments will fall at the rate of about one play and one critical essay per week. Reports, short papers, a term paper.

Section 2. Faulkner and Garcia Marquez.

TBA. L. Herrin.
We will read and discuss at least four books apiece by these (in Faulkner's words) "sole proprietors" of fictional worlds. Certainly Faulkner's *The Sound and the Fury* and *Absalom, Absalom!* and Garcia's *One Hundred Years of Solitude* and *Autumn of the Patriarch* will be among them. We will discover what we will discover, but I am very much interested in the nature of Faulkner's influence on Garcia's work and perhaps, by extension, in what the American South and South America have fictionally in common. You will be expected to read, write interpretive papers, and talk.

ENGL 493 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.
Staff.

ENGL 494 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.
Staff.

ENGL 495 Independent Study

Fall or spring. 2–4 credits. Prerequisites: Permission of departmental adviser and director of Undergraduate Studies.
Staff.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

Graduate English Courses 1993-94

Fall

- ENGL 600 Colloquium for Entering Students**
T. Murray.
- ENGL 604 Paleography, Bibliography, and Reception History for 14-16 Century Literature**
A. Galloway.
- ENGL 611 Old English (also English 411)**
R. Farrell.
- ENGL 615 History of the English Language (also English 415)**
B. Adams.
- ENGL 627 Shakespeare's English**
B. Correll.
- ENGL 629 Milton**
G. Teskey.
- ENGL 633 Eighteenth-Century Poetry and Prose: Problems of Form and Genre**
F. Bogel.
- ENGL 640 Seduction and Enlightenment: Feminism and the Formation of Romanticism**
M. Jacobus.
- ENGL 665 Hemmingway, Fitzgerald, and Faulkner**
D. McCall.
- ENGL 670 Studies in the Modernist Imagination: Joyce, Stevens, Picasso**
D. Schwarz.
- ENGL 676 Poems: Good and Bad**
A. Ammons.
- ENGL 682 African-American Women and the Culture Critique**
H. Spillers.
- ENGL 683 Soyinka and Fugard**
B. Jeyifo.
- ENGL 687 American Indian Literature: Issues of Translation, Collaboration, and Alternative Discourses**
K. Shanley.
- ENGL 688 The Body**
M. Seltzer.
- ENGL 703 Theorizing Film: Psychoanalysis, Image, Narration (also French Literature 695)**
T. Murray.
- ENGL 780.1 MFA Seminar: Poetry**
K. McClane.
- ENGL 780.2 MFA Seminar: Fiction**
A. Lurie.

Spring

- ENGL 612 Beowulf**
R. Farrell.
- ENGL 614 Middle English (also English 413)**
T. Hill.
- ENGL 620 Spenser (also English 421)**
C. Kaske.
- ENGL 622 Literature and Politics in the Seventeenth Century**
B. Correll.

ENGL 635 The Fiction of Empire (also Comparative Literature 616)

W. Cohen.

ENGL 641 Romantic Drama

R. Parker.

ENGL 658 Literary History and Literary Modernity

M. Hite.

ENGL 660 American Fiction: Brockden Brown to Stowe

J. Porte.

ENGL 674 Feminism and Psychoanalysis

M. Jacobus.

ENGL 678 Scott and Elliot

H. Shaw.

ENGL 680 Women Poets of the Twentieth-Century

P. Janowitz.

ENGL 690 Narcissism and Literature (also Comparative Literature 687)

C. Chase.

ENGL 695 Race, Colonialism, and Literary Theory

S. Mohanty.

ENGL 696 Affirmative-Action Babies

H. Mullen.

ENGL 697 Contemporary Poetry and Culture: 1968-1993

J. Monroe.

ENGL 715 Medieval Law and Literature

T. Hill.

ENGL 734 Colonialism and Eighteenth-Century Literature

Laura. Brown.

ENGL 781.1 MFA Seminar: Poetry

R. Morgan.

ENGL 781.2 MFA Seminar: Fiction

S. Vaughn.

FILM

See listings under Department of Theatre Arts.

FRENCH LANGUAGE AND LINGUISTICS

See Department of Modern Languages and Linguistics.

FRENCH LITERATURE

See Department of Romance Studies.

FRESHMAN WRITING SEMINARS

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see p. 325 and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

GEOLOGICAL SCIENCES

D. E. Karig, chair; A. L. Bloom, director of undergraduate studies; R. Allmendinger, K. Attoh, M. Barazangi, W. A. Bassett, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, B. L. Isacks, T. E. Jordan, R. W. Kay, S. Mahlborg Kay, F. E. Nelson, F. H. T. Rhodes, W. B. Travers, D. L. Turcotte, W. M. White

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences (B.A. degree) and the College of Engineering (B.S. degree). Currently, most of the undergraduate majors are in the College of Arts and Sciences. There are nineteen faculty members, including Cornell's president.

Studies of the earth are becoming increasingly focused on environmental applications. Department faculty members collaborate in research and teaching with faculty from Civil and Environmental Engineering (soil and rock mechanics, hydrology), Materials Science, Agricultural Engineering, Soil, Crop, and Atmospheric Sciences, Biological Sciences, and many others. Students who major in geology are urged to take courses to broaden their experience in other sciences, engineering, and mathematics. To develop observational skills, geology majors attend a summer field camp, usually during the summer following their junior year.

We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policy makers and ordinary citizens. Because the human need to understand the earth is so pervasive, we provide our students with a broad and solid minimal set of required courses plus room to explore more specialized topics with well-chosen electives within and outside the department.

In addition to course work, students learn by involvement in research projects. Facilities include equipment for processing seismic signals and digital images of the earth's surface, isotopic analytical instruments, and extensive libraries of earthquake records, satellite images, and exploration seismic records. High-pressure, high-temperature mineral physics research uses the diamond anvil cell and the Cornell High Energy Synchrotron Source (CHESS).

Employment opportunities include environmental sciences (groundwater management, waste disposal), resource development (petroleum and minerals), public policy, education, and research. Undergraduates have served as field assistants for faculty members and graduate students who work in Greenland, British Columbia, the Aleutian Islands, Scotland, Switzerland, the South Pacific, Barbados, and South America. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

The Major

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two two-semester sequences,

Mathematics 111–112 or 191–192 and Physics 207–208 or 112–213, or their equivalents, and a semester course in chemistry, such as Chemistry 207 or 211. Geological Sciences 101, 103, 111, or 201 followed by 102, 104, 202, or 206 are recommended, but a student with a strong foundation in mathematics and science may be accepted as a major without completion of an introductory sequence.

Majors take Geological Sciences 210 and 214, the five 300-level core courses in geological sciences, a summer field geology course, 6 credits of additional course work from geological sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science, or an intermediate-level course in biological science, mathematics, chemistry, or physics.

Core Courses

GEOL 326 Structural Geology

GEOL 355 Mineralogy

GEOL 356 Petrology and Geochemistry

GEOL 375 Sedimentology and Stratigraphy

GEOL 388 Geophysics and Geotectonics

Prospective majors should consult one of the following departmental major advisers—W. A. Bassett, A. L. Bloom, L. M. Cathles, J. L. Cisne, D. E. Karig, or B. L. Isaacs—as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300-level courses in geology also may be of particular interest to students of chemistry, biology, ecology, and physics. Students are encouraged to inquire about courses that interest them at the department office in Snee Hall.

Honors. An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average and a cumulative average of 3.5 in the major and complete an honors thesis (Geological Sciences 490). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

For complete course descriptions, see the Geological Sciences listing in the College of Engineering section.

GEOL 101 Introductory Geological Sciences

Fall, spring. 3 credits.
2 lec, 1 lab, field trips, evening exams in the fall term.

GEOL 102 Evolution of the Earth and Life (Bio S 170)

Spring. 3 credits. Prerequisite: GEOL 101 recommended.
2 lec, 1 lab, field trips, weekly quizzes, no midterm.

[GEOL 103 Introductory Geology in the Field

Fall. 3 credits. Limited to 35 students. Not offered 1993–94.
1 lec, 1 lab or field trip, 1 rec.]

GEOL 104 Introduction to Oceanography (also Bio S 154)

Spring. 3 credits.
Two lec, one lab, evening exams.

GEOL 108 Frontiers of Geology

Spring. 1 credit. May be taken concurrently with or after GEOL 101, 102, 103, 104, 111, 201, 202, or 206.
1 lec.

GEOL 109 Dinosaurs

Fall. 1 credit.
1 lec.

GEOL 111 To Know the Earth

Fall. 3 credits.
2 lec, 1 lab, and field trips.

GEOL 122 Earthquake! (also ENGR 122)

Fall. 3 credits.
2 lec, 1 lab.

GEOL 201 Introduction to the Physics and Chemistry of the Earth (also ENGR 201)

Spring. 3 credits. Prerequisites: Mathematics 191, Physics 112, and Chemistry 207.
2 lec, 1 rec, 1 lab or field trip.

GEOL 202 Environmental Geology

Spring. 3 credits.
2 lec, 1 rec, lab, or field trip.

GEOL 204 Hydrology and the Environment (also SCAS 371 and ABEN 371)

Spring. 3 credits. Prerequisite: 1 course in calculus.

GEOL 206 Geologic Perspective on Climate Changes

Spring. 3 credits.
3 lec.

GEOL 210 Introduction to Field Methods in Geological Sciences

Fall. 2 credits. Prerequisite: GEOL 101 or coregistration. Weekly field sessions. A weekend field trip.

GEOL 212 Special January Field Trip

Fall. 1 credit. Prerequisites: GEOL 101 or 201 or equivalent, and permission of instructor. Travel and subsistence expenses to be announced.
1 lec, field trip.

GEOL 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisites: an introductory course in geology or permission of instructor.

GEOL 326 Structural Geology

Spring. 4 credits. Prerequisite: GEOL 101 or 201, or permission of instructor.
3 lec, 1 lab, field trips.

GEOL 355 Mineralogy

Fall. 4 credits. Prerequisite: GEOL 101 or 201 and Chem 207 or permission of instructor.
2 lec, 1 lab; assigned problems and readings.

GEOL 356 Petrology and Geochemistry

Spring. 4 credits. Prerequisite: GEOL 355.
3 lec, 1 lab, 1 field trip; assigned problems and readings.

GEOL 375 Sedimentology and Stratigraphy

Fall. 4 credits. Recommended: GEOL 102 or 201.
3 lec, 1 lab, field trips.

GEOL 388 Geophysics and Geotectonics

Spring. 4 credits. Prerequisites: Mathematics 192 and Physics 208, 213, or equivalent.
3 lec, 1 lab.

GEOL 410 Field Geology

Summer. 4 credits. Prerequisites: GEOL 210, 214, and 326, or permission of instructor. Four weeks at research sites in the western United States or Canada. Fee, approximately \$1,600.

GEOL 411 Global Change Research: Mountains, Climate, and Erosion

Fall. 3 credits.
1 lec, 2 labs.

GEOL 423 Petroleum Geology

Fall. 3 credits. Recommended: GEOL 326. Offered alternate years.
2 lec, 1 lab.

GEOL 425 Precambrian Orogenic Cycles

Fall. 3 credits. Prerequisites: GEOL 326 or GEOL 356.
2 lec, 1 lab/discussion.

GEOL 426 Geologic Evolution of South America

Spring. 3 credits. Prerequisite: GEOL 326, 356, or permission of instructor.
2 lec, 1 lab.

GEOL 432 Digital Processing and Analysis of Geophysical Data

Spring. 3 credits. Prerequisite: GEOL 487 or equivalent.
3 lec.

[GEOL 433 Exploration Seismology I: Data Acquisition and Processing

Fall. 3 credits. Offered alternate years. Not offered 1993–94.
3 lec.]

[GEOL 434 Exploration Seismology II: Analysis and Interpretation

Spring. 3 credits. Offered alternate years. Not offered 1993–94.
3 lec.]

GEOL 437 Geophysical Field Methods

Fall. 3 credits. Prerequisites: Physics 213 and Mathematics 192 or equivalents or permission of instructor. Offered alternate years.
1 lec, 1 lab.

GEOL 441 Geomorphology

Fall. 3 credits. Prerequisites: GEOL 102 or 201, or permission of instructor.
2 lec, 1 lab.

GEOL 442 Glacial and Quaternary Geology

Spring. 3 credits. Prerequisite: GEOL 441, or permission of instructor. Offered alternate years.
2 lec, 1 lab; several field trips.

GEOL 445 Geohydrology

Fall. 3 credits. Prerequisites: Mathematics 294 and Engr 202.
2 lec, 1 rec.

[GEOL 452 X-ray Diffraction Techniques

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years. Not offered 1993–94.
2 lec, 1 lab.]

[GEOL 453 Advanced Petrology

Fall. 3 credits. Prerequisite: GEOL 356. Offered alternate years. Not offered 1993–94.
2-1/2 lec, 1/2 lab.]

GEOL 454 Advanced Mineralogy

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years.
2 lecs, 1 lab.

GEOL 455 Geochemistry

Fall. 4 credits. Prerequisites: Chemistry 207 or equivalent, Mathematics 102. Recommended GEOL 356. Offered alternate years. Not offered 1993-94.
3 lecs, 1 disc.]

GEOL 458 Volcanology

Spring. 3 credits. Corequisite: GEOL 356 or equivalent. Offered alternate years. Not offered 1993-94.

2 lecs, 1 lab/rec, possible spring-break field trip to volcanic area such as Hawaii.]

GEOL 476 Sedimentary Basins: Tectonics and Mechanics

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years.
3 lecs.

GEOL 478 Advanced Stratigraphy

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years. Not offered 1993-94.
2 lecs, 1 lab.]

GEOL 479 Paleobiology (also Bio Sci 479)

Fall. 3 credits. Prerequisites: Biological Sciences 101-102 and 103-104 or equivalent, and either GEOL 375, Biological Sciences 373, or permission of instructor. Offered alternate years.
3 lecs.

GEOL 481 Senior Survey of Earth Systems

Fall. 3 credits. Limited to seniors majoring in geological sciences.
1 lec, 1 disc.

GEOL 489 Earthquakes and Tectonics

Fall. 3 credits. Prerequisites: GEOL 101 or 201, Physics 213, or permission of instructor. Offered alternate years. Not offered 1993-94.
3 lecs.]

GEOL 490 Honor Thesis (B.A. degree candidates)

Fall, spring. 2 credits.

GEOL 491-492 Undergraduate Research

Fall, spring. 1 credit.

GEOL 500 Design Project in Geohydrology

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over two or more semesters.

GEOL 501 Geohydrology Design Project Seminar

Fall, spring. 1 credit. Required for the M.Eng. degree, geohydrology option.
1 rec, hours to be arranged.

GEOL 502 Case Histories in Groundwater Analysis

Spring. 4 credits.

GEOL 621 Marine Tectonics

Fall. 3 credits. Prerequisites: GEOL 326 and a course in geophysics. Offered alternate years. Not offered 1993-94.
3 lecs.]

GEOL 622 Advanced Structural Geology I

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years. Not offered 1993-94.
2 lecs, 1 lab, possible weekend field trips.]

GEOL 624 Advanced Structural Geology II

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years.
2 lecs, 1 lab, spring-recess trip.

GEOL 625 Tectonic History of Western North America from Craton to Terranes

Fall. 2 credits. Open to seniors and graduate students. Offered alternate years. Not offered 1993-94.

Lecture, term paper, quizzes, no final.]

GEOL 628 Geology of Orogenic Belts

Spring. 4 credits. Prerequisite: permission of instructor.

GEOL 635 Advanced Geophysics I: Quantitative Geodynamics

Spring. 3 credits. Prerequisite: GEOL 388. Not offered 1993-94.
3 lecs.]

GEOL 637 Advanced Geophysics II: Fundamentals of Mantle Convection

Spring. 3 credits. Prerequisite: GEOL 388. Offered alternate years. Not offered 1993-94.
3 lecs.]

GEOL 655 Isotope Geochemistry

Fall. 3 credits. Prerequisites: GEOL 356 or permission of instructor. Offered alternate years.
3 lecs.

GEOL 681 Geotectonics

Fall. 3 credits. Prerequisites: permission of instructor.
2 lecs.

GEOL 687 Seismology

Fall. 3 credits. Prerequisite: T & AM 611 or equivalent. Offered alternate years. Not offered 1993-94.
3 lec-rec.]

GEOL 695 Computer Methods in Geological Sciences

Fall. 3 credits.

GEOL 700-799 Seminars and Special Work

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Advanced work on original investigations in geological sciences. Topics change from term to term.

GEOL 722 Advanced Topics in Structural Geology**GEOL 725 Rock and Sediment Deformation****GEOL 731 Plate Tectonics and Geology****GEOL 733 Fractal Chaos - Independent Studies****GEOL 741 Advanced Geomorphology Topics****GEOL 751 Petrology and Geochemistry****GEOL 753 Advanced Topics in Mineral Physics****GEOL 755 Advanced Topics in Petrology****GEOL 757 Current Research in Petrology****GEOL 762 Advanced Topics in Petroleum Exploration****GEOL 771 Advanced Topics in Sedimentology and Stratigraphy****GEOL 773 Paleobiology****GEOL 780 Seismic Record Reading****GEOL 781 Geophysics, Exploration Seismology****GEOL 783 Advanced Topics in Geophysics****GEOL 789 Structure of the Lithosphere****GEOL 793 Andes Seminar****GEOL 796 Geochemistry of the Solid Earth****GEOL 797 Fluid-Rock Interactions****GEOL 799 Contemporary Issues in Groundwater Hydrology****GERMAN STUDIES**

D. Bathrick, chair; G. Waite, director of undergraduate studies; B. Buettner, H. Deinert, I. Ezergailis, S. L. Gilman, A. Groos, P. U. Hohendahl, B. Martin, graduate faculty representative, L. M. Olschner

The Department of German Studies offers courses in German, Medieval German, Yiddish, and Old Icelandic area studies. Major areas of specialization cover the period from the early Middle Ages to the twentieth century. While the emphasis remains on literature, the department teaches film, theater, the political culture of Germany, women's studies, music, intellectual history, history of science, and Jewish studies. Courses are designed with the general student population in mind; courses taught in German demand knowledge of the German language. The department often cosponsors courses with the departments of Comparative Literature, History, History of Art, Government, Music, Near Eastern Studies, and Theatre Arts, as well as with the Medieval Studies and Women's Studies programs. For further information about majors and courses, see Modern Languages and Linguistics.

The Major

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the director of undergraduate studies, G. Waite, in the Department of German Studies, or W. Harbert, in the Department of Modern Languages and Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303-304; one of the required courses must be a senior seminar (German Studies 410). Some 200-level courses offered by this department (such as German Studies

211 and 283) and related departments will count toward the major as well; please consult your adviser. These courses should be a representative selection of subjects in German literature, Germanic linguistics, or both. The attention of students majoring in German is called to the courses offered by departments and programs such as Anthropology, Comparative Literature, History, History of Art, Government, Music, Society for the Humanities, Theatre Arts, and Women's Studies, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information, students should consult the director of undergraduate studies, G. Waite, or W. Harbert.

The German Area Studies Major

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history, government, economics, music, theater arts, or other suitable subjects. Minimum course requirements for the German area studies major are the same as for the German major. These students will select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Modern Languages and Linguistics or the Department of German Studies. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated by successful completion of German 304. A minimum of six area courses above the 200-level is required for the major; one of the six required courses must be a senior seminar (German Studies 410).

Advanced Standing. Students coming to Cornell with advanced standing in German and/or another subject often find it possible to complete two majors. Recent double majors have combined history, psychology, chemistry, biology, or physics with German literature or German area studies. Students in Agriculture and Engineering have entered dual degree programs.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. For further information, students should contact the director of undergraduate studies and the director of Cornell Abroad.

Freshman Writing Seminar Requirement

The following courses will satisfy the freshman writing seminar requirement: German 109, 151, 175, 211, and 312. For details students should consult the instructors.

Fees. Depending on the course, a small fee may be charged for film rental or photocopied texts for course work.

Literature

Freshman Writing Seminars

See Freshman Seminar booklet for course times and descriptions.

GERST 109 Fairy Tales and the Literary Imagination

Fall or spring. 3 credits.
I. Ezerzgis and staff.

GERST 151 Kafka, Hesse, Brecht, and Mann

Fall or spring. 3 credits.
H. Deinert and staff.

GERST 175 Cinema and Society

Fall or spring. 3 credits.
D. Bathrick, G. Waite, and staff.

Courses Offered in German

GERST 201 Introduction to German Literature I: Prose

Fall or spring. 3 credits. Prerequisite: qualification in German or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, followed by German 202 or another German literature course at the 200 level or above, the humanities distribution requirement.

Staff.
An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing

reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. The complexities of inner and outer reality as expressed in selected prose works of Bachmann, Brecht, Kafka, Mann, Dürrenmatt, Aichinger and others.

GERST 202 Introduction to German Literature II: Drama

Fall or spring. 3 credits. Prerequisite: German 201 or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, together with German 201 or another German literature course at the 200 level or above, the humanities distribution requirement.

Staff.
An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Self-confrontation and social conflict in the plays of major Austrian, Swiss, and German dramatists, including Dürrenmatt, Brecht, Frisch, Hofmannsthal, Goethe, and Schiller.

GERST 211 Intensive Workshop in Germanic Studies for Freshmen I

Fall. 6 credits. Intended for entering freshmen with extensive training in the German language (CPT achievement score of 650 or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements or the freshman writing seminar requirement.

H. Deinert.
Not intended as a survey but rather as a rigorous seminar designed to familiarize students with literary forms and the tools of critical analysis. The course will provide an intensive introduction to the study of German literature through the discussion of exemplary prose works, dramas, and poems from the eighteenth and nineteenth centuries.

GERST 307 Modern Germany

Spring. 4 credits. Prerequisite: German 201–202 or equivalent. Taught in German.

L. M. Olschner.
Introduction to the history of postwar Germany, the development of the two Germanys, and their societies. The emphasis is on cultural and social institutions such as mass media, educational systems, and political parties. Further topics include women, reunification, the student movement, and terrorism. We will also follow the rapid changes taking place in Germany today in light of the recent past. Texts are complemented by films and music.

GERST 312 Intensive Workshop in Germanic Studies for Freshmen II

Spring. 4 credits. May be used to satisfy the freshman writing seminar requirement.

Staff.
Designed primarily as a sequel to German 211. Emphasis is on German literature since 1900 (T. Mann, Hesse, Kafka, Brecht, Dürrenmatt, Peter Weiss, Plenzdorf, Rilke, Benn, Celan). Supplementary reading from contemporary philosophy, psychology, sociology, and political theory.

[GERST 315 German Poetry from the Middle Ages to the Present

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Not offered 1993–94.

L. M. Olschner.]

[GERST 337 The German Novelle

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
B. Buettner.]

[GERST 353 Kleist #

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
H. Deinert.]

GERST 354 Schiller #

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German.
H. Deinert.]

A discussion of Schiller's dramas, selected poetry, and philosophical and aesthetic writing against the political and intellectual background of eighteenth-century Europe.

[GERST 355 The Age of Goethe #

Not offered 1993–94.]

[GERST 356 Goethe's Faust #

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. In addition to the regularly scheduled class time, there will be take home assignments and individual conferences. Not offered 1993–94.
G. Waite.]

[GERST 357 Major Works of Goethe #

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
H. Deinert.]

[GERST 358 Romanticism #

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
G. Waite.]

[GERST 359 Heine and Büchner #

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
G. Waite.]

[GERST 360 Naturalism and Feminism #

Not offered 1993–94.]

[GERST 362 Modern German Literature II: Twentieth-Century Prose

Not offered 1993–94.]

[GERST 363 Contemporary Literature

Not offered 1993–94.]

[GERST 364 German Lyric Poetry of the Nineteenth Century #

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
L. M. Olschner.]

GERST 365 Austrian Literature

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor.
I. Ezergailis.]

A careful study of texts by Austrian authors writing between the turn of the century and World War II, a productive and controversial time that includes the demise of the Austro-Hungarian Empire. We will read some drama and poetry, but most of the texts will be medium-length prose pieces and excerpts from longer ones. The diverse list includes figures such as Arthur Schnitzler, Franz Kafka, Marie von Ebner-Eschenbach, Karl Kraus, Rainer Maria Rilke, and Robert Musil.

[GERST 367 From Thomas Mann to Christa Wolf

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
D. Bathrick.]

[GERST 369 Modern German Drama after World War II

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Not offered 1993–94.]

[GERST 398 German Women Writers

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1993–94.]

Courses in English Translation

[GERST 283 Contemporary European Society and Culture (also Government 343 and History 283)

Spring. 3 credits. Not offered 1993–94.
G. Waite, J. Pontusson, J. Weiss.]

[GERST 285 Contemporary European Society and Politics (also History 285 and Government 285)

Fall. 4 credits. Not offered 1993–94.
S. L. Gilman, J. Pontusson.]

[GERST 314 Nietzsche, the Man and the Artist #

Spring. 4 credits. Not offered 1993–94.
S. L. Gilman.]

[GERST 320 Postwar German Novel

Spring. 4 credits. Not offered 1993–94.
I. Ezergailis.]

[GERST 322 Medicine and Civilization (also Biology and Society 322) #

Fall. 3 credits. Not offered 1993–94.
S. L. Gilman.]

[GERST 325 Culture of the Spectacle: Media and Cultural Representation (also Comparative Literature 325)

Fall. 4 credits. Not offered 1993–94.]

[GERST 327 Health and Disease (also Biology and Society 327 and Psychology 387) @

Fall. 3 credits. Not offered 1993–94.
S. L. Gilman and others.]

[GERST 330 Political Theory and Cinema (also Government 370)

Fall. 4 credits. Not offered 1993–94.
G. Waite.]

[GERST 338 Nineteenth-Century Drama #

Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Not offered 1993–94.
I. Ezergailis.]

[GERST 346 German Women Writers in Translation (also Women's Studies 346)

Spring. 4 credits. Not offered 1993–94.
B. Martin.]

GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, English 347, Psychology 389)

Spring. 3 credits. All of the primary readings are available in English.
S. L. Gilman.]

This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund

Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved.

[GERST 348 Women in Medieval Literature (also Comparative Literature 349 and Women's Studies 349) #

Spring. 4 credits. Not offered 1993–94.
B. Buettner.]

[GERST 349 Anti-Semitism in Germany and the Jewish Response (also Near Eastern Studies 349) #

Fall. 3 credits. Reading knowledge of German helpful, though the basic texts will be read in English. Not offered 1993–94.
S. L. Gilman.]

[GERST 350 Yiddish Literature in English Translation

Not offered 1993–94.]

GERST 351 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, English 346 and Psychology 391)

Spring. 1 credit. *Students enrolled in this section must be simultaneously enrolled in the Freud lecture course (347/389).*

S. L. Gilman and visiting faculty from the Department of Psychiatry, CUMC.

This optional discussion session will examine the clinical context and significance of psychoanalysis in the light of contemporary clinical practice. Depending on the faculty members collaborating on this section, the topics covered may include dream theory and analysis, transference and counter transference, gender-orientation, masochism.

[GERST 359 Sexual and Social Differences in Late Nineteenth-Century German Literature and Culture (also Women's Studies 335) #

Fall. 4 credits. Not offered 1993–94.
B. Martin.]

[GERST 366 Broch and Musil

Fall. 4 credits. There will be an additional discussion section for students who can read the original German. Not offered 1993–94.
I. Ezergailis.]

[GERST 374 Music and Drama (also Music 374) #

Fall. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. Not offered 1993–94.]

[GERST 381 Marxist Cultural Theory (also Comparative Literature 381 and Government 372)

Spring. 4 credits. Not offered 1993–94.
W. Cohen, P. U. Hohendahl.]

GERST 396 German Film (also Comparative Literature 396 and Theatre Arts 396)

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final.

D. Bathrick.]

The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it

is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film 1918–1933; Nazi film, 1933–1945; Postwar film, 1945–present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method for viewing and analyzing films.

[GERST 399 Forms of Opposition: German Women Writers on the Nazi Period (also Comparative Literature 399 and Women's Studies 399)]
Not offered 1993–94.]

[GERST 411 African Americans and Jewish Americans: Identities, Parallels, and Conflicts (also Africana Studies 411 and Jewish Studies 411)]
Spring. 4 credits. Prerequisite: permission of instructors. Maximum: 20 students. Meetings once a week for two hours to enable screening of in-class films. Central to the structure of the seminar will be bi-weekly role-playing sessions in which students enact a problem or historical context based on detailed readings. Not offered 1993–94.
S. Gilman and W. Cross.]

GERST 414 History into Fiction: Nazis and the Literary Imagination (also English 404, Comparative Literature 404)
Fall. 4 credits. Two papers; no exam. Limited enrollment; permission of instructor only.

E. Rosenberg.
The twelve years of Hitler's rule remain the most critical, "longest" years of the century. We shall read some seven or eight texts by Anglophone and Continental novelists (and a few playwrights and poets) that explore salient features of the regime: Weimar and Hitler's rise to power (e.g., Mann's "Mario and the Magician," "Disorder and Early Suffering," Brecht's *Arturo Ui*, Faulkner's "Percy Grimm," Isherwood's *Berlin Stories*); civilian life in Nazi Germany (Grass's *Tin Drum*); World War II (Böll's fiction); the persecution of European Jews (Sartre's "Childhood of a Leader," Brecht's "Jewish Wife," selections from Julian Barnes's novel *History of the World*); the Occupation (Camus's *The Plague*, Nabokov's "That in Aleppo"); the Holocaust (e.g., Weiss's *Investigation*, Borowski's *This Way for the Gas*, Spiegelman's *Maus I* or *Maus II*); lyrics by Celan, Nelly Sachs, Anthony Hecht). Brief ancillary selections by historians and memorialists (Arendt, Primo Levi, Bettelheim, Anne Frank); uses of documentary materials.

[GERST 419 Thomas and Heinrich Mann]
Fall. 4 credits. Not offered 1993–94.
I. Ezergailis.]

[GERST 438/648 East and West German Drama: Post-1945 (also Theatre Arts 438/648)]
Fall. 4 credits. Not offered 1993–94.
D. Bathrick.]

[GERST 444/644 The Holocaust Survivor as Author (also Near Eastern Studies 444)]
Spring. 3 credits. Reading knowledge of German helpful; however two of the major novels are available in English. Not offered 1993–94.
S. L. Gilman.]

Course in Latvian

[GERST 376 Contemporary Soviet Latvian Literature]
Fall. 4 credits. Prerequisite: permission of instructor. Taught in Latvian. Not offered 1993–94.
I. Ezergailis.]

GERST 377 Baltic Literature (also Russian Literature 377)
Fall. 4 credits. In English translation.
I. Ezergailis.
Estonia, Latvia, and Lithuania have created a rich literary tradition since the beginning of a written indigenous culture in the nineteenth century. We will read texts from each of these literatures, selected for their quality, importance, and the availability of acceptable translations, representing, as much as possible, writers from the pre-Soviet independence period, those writing under Soviet rule, and émigrés.

Graduate and Advanced Undergraduate Courses

[GERST 405 Introduction to Medieval German Literature I #]
Fall. 4 credits. Prerequisite: reading knowledge of German. Not offered 1993–94.
A. Groos.]

[GERST 406 Introduction to Medieval German Literature II #]
Spring. 4 credits. Prerequisite: German 405 or equivalent. This is the anchor course for the medieval period. Not offered 1993–94.
A. Groos.]

GERST 408 Twentieth-Century German Poetics (also Society for the Humanities 408)
Fall. 4 credits.
L. M. Olschner.

The core of this seminar will be a concentration on theoretical readings, the poetics and poetological poems of "major" and "minor" authors that indicate how we might more precisely contextualize poetic texts in the twentieth century. The seminar will address questions of tradition, epoch consciousness, canon and reader expectation, and will juxtapose hermeneutics and social history. The problem of synchronicity—that is, of chronologically simultaneous production of texts and discrepant chronological consciousness—will act as a *leitmotiv*, implicitly or explicitly, during discussions. This will entail looking at texts in which characteristics of epoch threshold can be observed (e.g., the demise of Expressionism). Part of the seminar structure will remain open-ended with a view toward the participants actively experimenting with and integrating analogous ideas, texts from other literatures and periods, and other genres (music, fine arts, etc.) drawn from their expertise and interests. This could take the form of examining aesthetic validity in Richard Strauss's "Four Last Songs" or avantgardism in contemporary photography.

GERST 410 Senior Seminar: Kafka—His Life and Work
Fall. 4 credits. Taught in German.
S. L. Gilman.

A reading of the cultural context of Kafka's life and works. Stress will be placed on the various discourses that are incorporated in Kafka's work. Readings will be from Kafka's fiction and letters as well as from the wide range of texts from his time.

[GERST 412 History and Society in the Postwar Short Story and Radio Play]
Fall. 4 credits. Prerequisite: 201–202 or permission of instructor. Taught in German. Not offered 1993–94.
L. M. Olschner.]

GERST 416 Literary Translation in the West (also Comparative Literature 416)
Spring. 4 credits. Prerequisite: good reading knowledge of German or French; any other language(s) desirable.
L. M. Olschner.

A primary goal of this course is the exploration of the scope and limitations of translation and of the ambiguous area where the translated text seems to depart from its own nature and become "original" writing. The course will be divided into three parts. The first is historical and theoretical with emphasis on, though not confined to, the German tradition; readings from Dryden, Humboldt, Benjamin, Buber, Steiner, and Derrida, among others, will define our context. The second part is analytical and will attend to the interpretation of translations in prose, poetry, and drama, especially those by writers themselves; among the authors we will read are Shakespeare, Hölderlin, Rimbaud, Mandelstam, Beckett, Joyce, and Valéry. The third part is a practical and experimental exercise of translating texts, to be chosen by our group, into languages the course participants know best; the emphasis is on critical translation, and students will explicate their translations as a reflection on the translation process.

[GERST 417 Fascism and Mass Culture (also Comparative Literature 417, Society for the Humanities 417, and Theatre Arts 417)]
Fall. 4 credits. Taught in English. For advanced undergraduate and graduate students. Not offered 1993–94.
D. Bathrick.]

GERST 451–452 Independent Study
451, fall; 452, spring. 1–4 credits each term. Prerequisite: permission of instructor. Hours to be arranged. Staff.

GERST 472 Poetry of the 1990s (also Comparative Literature 472)
Fall. 4 credits.
J. Monroe.

Where is poetry now? What is its current situation in light of the historic changes that have occurred over the past several years? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries, a time of renewal and redefinition, we will track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including literary journals, general circulations magazines, anthologies, and non-print media as well as individual poetry collections.

[GERST 490 From Literary Criticism to Marxist Theory: The Early Georg Lukács (also Comparative Literature 490 and Government 470)]
Fall. 4 credits. For advanced undergraduates and graduate students. Not offered 1993–94.
P. U. Hohendahl.]

[GERST 491 Mass Culture Revisited: From Popular Literature to the Culture Industry (also Comparative Literature 491 and Society for the Humanities 491) #

Fall. 4 credits. For advanced undergraduates and graduate students; taught in English. Reading knowledge of German required. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 495 The Aesthetic Theory of the Frankfurt School (also Comparative Literature 495)

Spring. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

GERST 496 Theorizing the Public Sphere (also Comparative Literature 496 and History 496)

Fall. 4 credits.

P. U. Hohendahl.

The recent translation of Jürgen Habermas's *The Structural Transformation of the Public Sphere* into English has renewed the debate about the nature and significance of the public and publicity, about public communication and the media. This discussion has centered around the history of the public sphere in modern society and its relevance for contemporary culture and politics. The seminar discussion will deal with contemporary as well as historical topics, among them the significance of class, gender, and race for the construction of the public sphere, the possibility of shared cultures in advanced industrial societies, and the character of public communication under the conditions of the new media. The reading will focus on three seminal texts, namely Hannah Arendt's *The Human Condition* (1958), Jürgen Habermas's *The Structural Transformation of the Public Sphere* (1962), and Oskar Negt's/Alexander Kluge's *Public Sphere and Experience*. The discussion will also include readings from Richard Sennett and Reinhart Koselleck. Finally, special attention will be given to the recent debate about the history and function of the public sphere, which was collected in Craig Calhoun's volume *Habermas and the Public Sphere* (1992) with contributions (among others) by Thomas McCarthy, Nancy Fraser, Mary P. Ryan, Geoff Eley, and Jürgen Habermas.

[GERST 497/697 The Hermeneutic Tradition (also Comparative Literature 497/697) #

Fall. 4 credits. Not offered 1993-94.

Staff.]

[GERST 498 German Literature in Exile

Fall. 4 credits. Taught in German. Not offered 1993-94.

L. M. Olschner.]

Seminars

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[GERST 605 Introduction to Modern German Literary Theory with an Emphasis on Contemporary Criticism (also Comparative Literature 605)

Fall. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 611 Seminar in Old Icelandic Literature I (also English 602)

Not offered 1993-94.]

[GERST 612 Seminar in Old Icelandic Literature II (also English 612)

Not offered 1993-94.]

GERST 621 Issues in Gay and Lesbian Studies (also Women's Studies 621)

Spring. 4 credits.

B. Martin.

[GERST 623 Seminar in Medieval German Literature I

Fall. 4 credits. Not offered 1993-94.

A. Groos.]

[GERST 624 Seminar in Medieval German Literature II

Spring. 4 credits. Not offered 1993-94.

A. Groos.]

[GERST 625 The Northern Renaissance and Reformation

Spring. 4 credits. Not offered 1993-94.

S. L. Gilman.]

GERST 626 Nuremberg

Spring. 4 credits. Prerequisite: premission of instructor. Anchor course for the 16th century.

A. Groos.

An introduction to Nuremberg in the late fifteenth and sixteenth centuries, with emphasis on its significance as an urban cultural center. Topics include the city's development and social structure, pre- and post-Reformation attempts to fashion its image and history, public spectacle and imperial entries, literary and artistic humanism (Celtis and Dürer), social order and social conflict (*Fastnachtspiel*, antisemitism), constructions of gender and marginal figures. The last part of the course will deal with the reception of early modern Nuremberg from Goethe through the Romantics, including Wagner.

[GERST 627 Baroque

Fall. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

GERST 629 The Enlightenment

Spring. 4 credits.

P. U. Hohendahl.

The seminar will focus on eighteenth-century German literature and philosophy from 1730 to 1790. Emphasis will be placed on the concept of *Aufklärung* and its meaning for the development of German thought. The discussions will stress major areas of critical inquiry, such as religion, philosophy, and literature. Readings will be taken from authors like Forster, Gellert, Gottsched, Kant, Lessing, and Wieland. The critical literature will include the writings of Adorno, Foucault, Habermas, Horkheimer, and Koselleck.

[GERST 630 Classicism and Idealism

Spring. 4 credits. Texts in German, discussion in English. Not offered 1993-94.

G. Waite.]

[GERST 631 Sturm und Drang: Construction of the Body and Mind in Late Eighteenth-Century German Literature and Culture

Spring. 4 credits. Not offered 1993-94.

S. L. Gilman.]

[GERST 632 Faust

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

G. Waite.]

[GERST 633 Hölderlin (also Comparative Literature 633)

Spring. 4 credits. Conducted primarily in English, most texts in German; good reading knowledge of French useful, not required. Not offered 1993-94.

G. Waite.]

GERST 634 German Romanticism

Fall. 4 credits. Most readings are in German; discussion and papers are in English.

Students from other disciplines are welcome.

G. Waite.

Structured introduction to German literature, philosophy, criticism, and painting from 1789 to 1830 in the context of European developments (Lovejoy, Wellek, Benjamin, de Man, Wimsatt, Hartmann, Klaus Peter). The larger social context (Hobsbawm, Blackbourn, Eley) requires readdressing aesthetic and poetic questions of a romantic "school" (Heine), a "German ideology" (Marx and Engels), a "Romantic ideology" (McGann), "Art and the Industrial Revolution" (Klingender), and "the flight from reality of the artistic period" (Lukács). Crucial and related issues of gender and political economy, including the trope of the automaton (Manfred Frank). Understanding critically the reception of this ostensible object by subsequent history. What is the ulterior motive behind literary periodization and (literary) history?

[GERST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also History 635)

Spring. 4 credits. Anchor course. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 636 Seminar on Richard Wagner (also Music 678)

Not offered 1993-94.]

[GERST 638 Nineteenth-Century Poetry

Not offered 1993-94.]

[GERST 639 German Poetry of the Twentieth Century

Spring. 4 credits. Not offered 1993-94.

L. M. Olschner.]

[GERST 641 The Modern German Novel

Not offered 1993-94.]

[GERST 643 Mann and Myth

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

I. Ezergailis.]

[GERST 644 The Holocaust Survivor as Author (also Near Eastern Studies 444)

For description, see German Studies 444. Not offered 1993-94.]

[GERST 645 West German Literature, 1945-1970

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Taught in German. Not offered 1993-94.

L. M. Olschner.]

[GERST 646 East German Novel of the Seventies and Eighties

Fall. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 647 German Literature from 1949 to 1989: Questions About Identity

Fall. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 648 East and West German Drama: Post-1945 (also Theatre Arts 438/648)]

For description, see German Studies 438. Not offered 1993-94.]

[GERST 649 Contemporary German Women Writers]
Not offered 1993-94.]

GERST 650 Culture in the Weimar Period (also Theatre Arts 650)

Spring. 4 credits.

D. Bathrick.

This survey course will treat major developments in the area of German culture (literature, cinema, painting) between 1900 and 1933. Individual representative texts will be studied and discussed in their relation to the cultural, political, and social contexts out of which they emerge. Lectures and discussions will focus both on detailed interpretation of individual works as well as on the general historical background and developments of the period.

GERST 652 Culture in Germany 1933-1945

Fall. 4 credits. Reading knowledge of German necessary.

D. Bathrick and S. Gilman.

This "anchor course" will examine three contexts for culture in Germany during the Nazi Period. First, the officially promoted party literature and mass mediated culture (film, music, architecture, the performing and visual arts, radio) produced within the Third Reich. Second, the various cultures of resistance, "Inner Emigration," or non-compliance as they emerged in the realm of literature and mass culture during the period. Third, the culture of the Jewish community of Germany and Austria during the Nazi period as well as the cultural products of the concentration and death camps.

[GERST 660 Visual Ideology (also Comparative Literature 660 and Theatre Arts 660)]

Spring. 4 credits. Not offered 1993-94.

G. Waite.]

[GERST 663 Nietzsche (also Comparative Literature 663)]

Fall. 4 credits. The seminar is conducted in English; texts are in German and also (when possible) in English translation. Not offered 1993-94.

G. Waite.]

[GERST 664 Late Nineteenth Century: Masochism, Externalization, and Identity Formation at the Fin de Siècle]

Spring. 4 credits. Not offered 1993-94.

S. L. Gilman.]

[GERST 665 The Search for German Cultural Identity, 1850-1920]

Spring. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 673 Franz Kafka and the Problem of "Minor" Literature (also Comparative Literature 673)]

Fall. 4 credits. Reading knowledge of German essential. Not offered 1993-94.

S. L. Gilman.]

GERST 674 Contemporary Poetry and Culture: 1968-1993 (also Comparative Literature 674)

Spring. 4 credits.

J. Monroe.

The redrawing of cultural and political boundaries underway since the late 1980s has made it possible to conceive of the poetry of the Cold War era with a degree of closure unimaginable only a few years ago. In light of this changed situation, we will focus on the second half of the post-1945 period—the twenty-five years extending from 1968 to the present—with particular attention to the past two decades. Exploring issues of emerging and evolving importance for a poetry of the present moment in light of the recent past, we will consider dominant modes as well as alternative practices; canon formation, gender, and multiculturalism; the roles of the publishing industry, popular culture, creative writing programs, and new computer technologies in shaping reading habits and writing communities; and poetry's potential and actual contributions to the idea of a "culture-at-large."

[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and History 675)]

Fall. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 676 New German Cinema (also Theatre Arts 676)]

Spring. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 677 Mozart (also Music 677)]

Fall. 4 credits. Not offered 1993-94.

N. Zaslav.]

[GERST 678 Theory and Practice of Modern Drama (also Theatre Arts 678)]

Spring. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 679 Bertolt Brecht in Context (also Comparative Literature 679 and Theatre Arts 679)]

Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Open to qualified undergraduates. Not offered 1993-94.

D. Bathrick.]

[GERST 684 Heidegger: A Reading of *Being and Time*]

Not offered 1993-94.]

[GERST 685 Gramsci and Cultural Politics (also Comparative Literature 685 and Government 675)]

Spring. 4 credits. Not offered 1993-94.

G. Waite.]

[GERST 686 Theodor W. Adorno: Mass Culture and the Avant-Garde (also Comparative Literature 686 and Theatre Arts 686)]

Fall. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 689 Art and Truth: The Aesthetic Theory of Theodor W. Adorno (also Comparative Literature 689)]

Spring. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

GERST 690 Feminist Criticism and Theory (also Women's Studies 690)

Fall. 4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German required.

B. Martin.

This course is designed to explore developments in feminist criticism and cultural theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts.

[GERST 692 The Politics of Criticism (also Comparative Literature 692 and Theatre Arts 692)]

Fall. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 694 Seminar in Literary Theory: Aesthetics of Reception and Reader Response Theory (also Comparative Literature 694)]

Fall. 4 credits. Not offered 1993-94.

P. U. Hohendahl.]

[GERST 695 Brecht and Artaud (also Comparative Literature 695 and Theatre Arts 695)]

Fall. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 697 The Hermeneutic Tradition (also Comparative Literature 497/697)]

Not offered 1993-94.

For description, see German Studies 497.]

[GERST 699 German Film Theory (also Comparative Literature 699 and Theatre Arts 699)]

Spring. 4 credits. Not offered 1993-94.

D. Bathrick.]

[GERST 710 Research Methods in Medieval Literature]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

A. Groos.]

GERST 753-754 Tutorial in German Literature

Fall and spring. 1-4 credits per term.

Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Related Courses in Other Departments

Government

GOVT 670 Modern Social Theory II

Spring.

S. Buck-Morss.

History

HIST 357 Survey of German History

Fall.

I. V. Hull.

HIST 674 German History, 1700-1918

Fall and spring.

I. V. Hull.

Modern Languages and Linguistics

GERLA 407 Teaching German as a Foreign Language

Fall.

Staff.

GERLA 602 Gothic

W. E. Harbert.

GERLA 608 Topics in Historical Germanic Syntax

W. E. Harbert.

GERLA 609-610 Old Norse

Staff.

LING 410 Introduction to Historical Linguistics

J. H. Jasanoff.

GOVERNMENT

V. Shue, chair; B. R. O'G. Anderson, R. Bensei, M. G. Bernal, S. Buck-Morss, V. Bunce, T. Christensen, J. Goldgeier, R. Herring, N. Hirschmann, M. Katzenstein, P. Katzenstein, E. W. Kelley, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, J. Pontusson, J. Rabkin, A. Rutten, E. Sanders, L. Scheinman, M. Shefter, A. M. Smith, S. G. Tarrow, S. Telhami, N. T. Uphoff

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

To be **admitted** to the major, a student must have already received a passing grade in at least three government department courses and received a grade of B or better in at least two such courses.

To **complete** a major in government, a student must (1) pass at least two of the introductory courses **and** an additional course in one of the remaining government subfields (American Government, Comparative Government, Political Theory, International Relations); For example, Govt 111 and Govt 131 (or 231) followed by either 161 or 181 (or 281) **or** any 300 or 400 level course in political theory or international relations; (2) accumulate an additional 24 credits of government coursework at the 300-level or above; (3) successfully complete at least one seminar-style course in government (which may be applied toward the 24 credits); (4) accumulate at least 16 credits in related fields, again at the 300 level or above. All courses used to fulfill a government major must be passed with a letter grade. Majors are urged to complete the introductory course requirement early.

Seminars are those courses numbered 400, 494, and 500, plus whatever additional courses the director of undergraduate studies may designate. To be admitted to a seminar, students apply by application only during the course scheduling period held the previous semester. Related fields normally include courses offered by these departments: Anthropology, Economics, History, Psychology, and Sociology. Majors should discuss their selection of related courses with their advisers. When approved by an adviser or by

the director of undergraduate studies, courses from still other departments may be used to fulfill this requirement.

Cornell-in-Washington Program. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Study Abroad in Geneva. French, history, and government majors, or other students with a commitment to international experience, may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the Headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva and affiliated schools, including the Graduate School of International Studies (HEI) and the Development Studies Institute, where they take year-long courses, studying with Swiss and international students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization and history.

The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office (474 Uris) for further information.

European Studies Concentration. Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation. Undergraduates with an interest in the European Community, public affairs, or debating may participate in the annual Modern European Community Simulation (SUNYMEC) held in April at SUNY Brockport. The simulation is an opportunity for participants, representing politicians from the member nations of the European Community,

to discuss issues and resolutions of current concern to the EC.

To prepare for this simulation, a 2-credit independent study seminar is offered each spring. Participation in the simulation will be open only to those who register for this seminar. Anyone interested in participating or in finding out more information should contact the Western Societies Program at 130 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Each fall a small number of seniors enter the honors program. To apply, junior majors submit applications in April. Along with a fuller description of the honors program, application forms are available in 125 McGraw Hall. The two courses comprising the honors sequence (honors courses) are described below.

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 The Government of the United States

Spring and summer. 3 credits.

J. Rabkin.

An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

GOVT 161 Introduction to Political Philosophy

Fall and summer. 3 credits.

I. Kramnick.

A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

GOVT 181 Introduction to International Relations

Fall and summer. 4 credits.

L. Scheinman.

An introduction to the basic concepts and practice of international politics.

GOVT 231 Introduction to Comparative Government and Politics

Spring and summer. 4 credits.

V. Bunce.

This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy. Looking at Western Europe, we will analyze institutional variations among liberal democracies, and their political implications. We will then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we will explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy will be related to problems of economic development, efficiency, and equality.

Freshman Writing Seminars

GOVT 100 Freshman Seminars

Fall, spring, or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

Major Seminars

GOVT 400 Major Seminars

Fall or spring. 4 credits.

These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

Government 111 is recommended.

GOVT 301 The Political Economy of American Industrialism

Fall. 4 credits.

R. Bensel.

This course is organized around three broad themes: American state expansion in the late nineteenth century, the political economy of class and regional conflict that shaped the party system and democratic politics generally, and the process of industrialization that propelled the United States into the front rank of the world economy by the turn of the century. The first part of the course stresses the importance of the Civil War and the coincident suppression of southern separatism to subsequent American political development and state formation. The second part of the course connects the national political economy and the central state established by the Civil War to the structure of the party system, operation of democratic institutions, and rapid industrialization during the last decades of the nineteenth century. Also included are comparison of Union and Confederate state formation during the Civil War, analysis of the political economy of cotton production, an examination of the role of finance capital in industrial expansion, and a consideration of possible developmental trajectories other than the high-tariff, gold-standard one actually followed by the United States.

GOVT 302 Social Movements in American Politics

Spring. 4 credits.

E. Sanders.

From populism to environmentalism, social movements directed at reform of national policies and political structures have been an earmark of American politics. This course will begin with an examination of late nineteenth-century agrarian and labor movements and move through progressivism, a variety of 1930s upsurges, civil rights, and more or less contemporary environmental, consumer, feminist, and peace movements. The focus will be on the conditions that gave rise to these movements, their internal resources and

external alliances and their ultimate impact on the national state (as well as vice versa).

GOVT 305 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350)

Fall. 4 credits.

M. Dennis.

This course will explicate the development of atomic weapons from early twentieth century ruminations about super bombs in science and fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. From our vantage point at the end of the Cold War, we will seek to understand how the bomb became part of American culture through the use of literature and film, as well as reading in primary historical documents and secondary analyses.

GOVT 309 Science in the American Polity, 1800-1960 (also S&TS 390)

Spring. 4 credits.

M. Dennis.

How did American become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American sciences.

[GOVT 310 Power and Poverty in America

4 credits. Not offered 1993-94.]

GOVT 311 Urban Politics

Spring. 4 credits.

M. Shefter.

The major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics, and the municipal reform movement. The implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 313 The Nature, Functions, and Limits of Law

Spring. 4 credits. Undergraduates only.

R. A. Hillman.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions,

statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

[GOVT 314 Freedom of Expression

4 credits. Not offered 1993-94.]

GOVT 316 The American Presidency

Fall. 4 credits.

E. Sanders.

Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policymaking, and the problems of the modern presidency.

GOVT 317 Campaigns and Elections

Fall. 4 credits. Prerequisite: Government 111 or permission of the instructor.

W. Mebane.

This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

GOVT 318 The American Congress

Fall. 4 credits.

M. Shefter.

The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law

Fall. 4 credits.

J. Rabkin.

Legislatures may change old laws to reflect new preferences, but much American law is still adapted to modern challenges by judges invoking old precedents and principles, particularly in fields like family law, the law of contracts, and the law of torts. Talmudic law, which rests on much older principles and precepts and cannot fall back on new legislation to justify change in the modern world, must also be adapted to new circumstances. The rabbinic authorities who seek to apply this law often invoke similar kinds of reasoning as American courts but under peculiar constraints. This course, an unusual venture in comparative law, will focus on characteristic modes of reasoning in each system, rather than attempting any systematic surveys of legal outcomes. Readings will include selections from ancient texts as well as modern decisions and contemporary commentaries. No previous background is required.

[GOVT 327 Civil Liberties in the United States

4 credits. Not offered 1993-94.]

GOVT 328 Constitutional Politics: The United States Supreme Court

Fall. 4 credits.

J. Rabkin.

The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the court has played in American politics.

GOVT 353 Feminism, the State, and Public Policy (also Women's Studies 353)

Spring. 4 credits. Permission of the instructor only. Students seeking admission to the course *must* attend first class of the semester. M. Katzenstein.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is thus a course about political protest and the capacity of American political institutions to promote and shape as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

GOVT 401 Introduction to Science and Technology Policy (also S&TS 431)

Fall. 4 credits. H. Gottweis.

Politicians, lobbyists, party strategists, social movements, and other political actors have an important influence on the development of science and technology. At the same time, scientific discourse and technological opportunities exert significant impact on politics. The course focuses on this dynamic interrelationship between science, technology, and politics. It provides an introduction to various theoretical approaches and concepts in science and technology policy studies and their application to empirical research. Students research teams will conduct case studies in fields such as technology policy, energy policy, environmental policy, and health policy. Geographically the emphasis will be on the U.S., but case studies on Canada, Japan, Europe, and Third World countries will also be included.

GOVT 403 State and Economy in Comparative Perspective

Spring. 4 credits. R. Benschel.

This course reviews the extensive literature on the political economy of comparative state formation and institutional change. Among the topics covered will be war-making and state expansion, regime evolution and economic development, and market processes and class transformation. Although much of the reading and discussion will focus on the United States and Europe, the limits of these cases as theoretical prototypes for the remainder of the world will also be considered.

GOVT 404 American Political Development in the 20th Century

4 credits. Not offered 1993-94.]

GOVT 405 Government and the Economy

4 credits. Not offered 1993-94.]

GOVT 406 Politics of Education

4 credits. Not offered 1993-94.]

GOVT 407 Law, Science, and Public Values

Fall. 4 credits.

S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science, and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.

GOVT 410/610 Democratic Theory and Institutions

4 credits. Not offered 1993-94.]

GOVT 412 Voting and Political Participation

Fall. 4 credits. K. Abrams.

This course will explore the meanings assigned to political participation in the American political system and examine a series of instances in which the law has been used to enhance, equalize, or otherwise regulate voting and other forms of political participation. The course will begin by investigating the problematic rationality of political participation, examining several arguments for participation notwithstanding the low probability that any participant's vote will have an effect on electoral outcomes. We will then use a brief survey of historical and contemporary denials of the franchise to shed further light on the meaning(s) of political participation. The second part of the course will turn to the question of legal regulation of the vote, examining the merits and proper scope of plebiscitary democracy; the problem of apportionment resolved and created by the "one persons, one vote" rule; and efforts to facilitate minority political participation under the Constitution and the Voting Rights Act. Some previous experience with legal materials (case studies, statutes) will be helpful, but is not required.

GOVT 413/613 Politics and Economics in Local Areas

4 credits. Not offered 1993-94.]

GOVT 424 Political Change in the United States

4 credits. Not offered 1993-94.]

GOVT 427 The Politics of Environmental Protection in America

Fall. 4 credits. S. Jasanoff.

An introduction to the distinctive features of environmental protection in America, focusing particularly on the role of law, science, and citizen activism and public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.

GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism

4 credits each term. Not offered 1993-94.]

Comparative Government

Government 131 or 231 are recommended.

GOVT 271 Introduction to African Development (also CRP 271 and ASRC 271)

3 credits. Not offered 1993-94.]

GOVT 325 Eastern Europe

Fall. 4 credits. V. Bunce.

This course will provide an introduction to the domestic and international politics of Eastern Europe. We will concentrate, first, on the historical development of this region before World War II. We will then turn to an analysis of communist revolutions and the construction of the socialist order in Eastern Europe. We will close the course with an analysis of the collapse of communist party rule in 1989 and the prospects for capitalism and liberal democracy.

GOVT 330 The Soviet Union: Politics, Economics, and Culture (also Russian Literature 330 and Economics 330)

4 credits. Not offered 1993-94.]

GOVT 332 Modern European Politics

Spring. 4 credits. M. Minkenberg.

The course wants to introduce students to the political systems of parliamentary democracy in three major countries of Western Europe, to help gain a better understanding of the political system of the United States through comparative analysis, and to familiarize students with some of the concepts that are used for the comparative analysis of political systems.

GOVT 333 Government and Politics of the Former Soviet Union

Fall. 4 credits. L. Shevtsova.

This course will deal with the Soviet and post-Soviet period. The course will begin with a rapid tour through Soviet political evolution from 1917 to 1985. We will then look more intensively at the Gorbachev reforms and politics after the disintegration of the Soviet state. Of particular interest will be the development of political parties, the Russian presidency, and relations among the republics-now-states. The aim of the course is to concentrate heavily on the contemporary scene.

GOVT 335 America in the World

4 credits. Not offered 1993-94.]

GOVT 336 Politics of Ethnic Pluralism in Europe/Canada

4 credits. Not offered 1993-94.]

GOVT 340 Latin American Politics

4 credits. Not offered 1993-94.]

GOVT 342 The New Europe

4 credits. Not offered 1993-94.]

GOVT 343 Contemporary European Society and Politics (also History 283 and German Literature 283)

4 credits. Not offered 1993-94.]

GOVT 344 Government and Politics of Southeast Asia

Fall. 4 credits.

B. Anderson.

The course will focus on the comparative analysis of the nature and origins of political conflict in selected Southeast Asian nation-states. Particular attention will be given to nationalism/ethnicity, religion, and class, as well as to the differential impact of colonial rule.

[GOVT 345 Modern European Politics]
4 credits. Not offered 1993-94.]**[GOVT 346 Politics of Contemporary Japan]**

4 credits. Not offered 1993-94.]

[GOVT 347 Government and Politics of China]

4 credits. Not offered 1993-94.]

GOVT 349 Political Role of the Military
Spring. 4 credits.

B. Anderson.

Comparative study of the political consequences of the global spread since the early nineteenth century, of professionally officered, industrially equipped militaries. Case studies of selected European, Asian, African, and American states will investigate the relationships of these militaries to nationalism, imperialism, technological innovation, and munitions industries, as well as class, ethnic, and religious conflict. Particular attention will be paid to the peculiarities of the modern military's organizational structure in shaping its political roles.

[GOVT 350 Comparative Revolutions]
4 credits. Not offered 1993-94.]**[GOVT 351 India: Social and Economic Change in a Democratic Polity]**
4 credits. Not offered 1993-94.]**[GOVT 352 Topics in the Middle East: Islam and the State in the Middle East (also Near Eastern Studies 397)]**
4 credits. Not offered 1993-94.]**GOVT 354 America in the World Economy**

Fall. 4 credits.

P. Katzenstein.

Unemployed auto workers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.

GOVT 358 Modern History of the Middle East: Changing Politics, Society, and Ideas (also Near Eastern Studies 294)

Fall. 4 credits.

D. Menashri.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Middle East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism,

Islamic response, and Arab politics in the global and regional contexts. The course does not presuppose the knowledge of Middle Eastern languages.

GOVT 436 Environmental Politics and Policy

Spring. 4 credits.

R. Herring.

A research seminar oriented toward theoretical understanding of the intersection of social and natural systems as mediated by the state. Readings and examples will come from both rich and poor societies. Specific topics will include the "tragedy of the commons," biodiversity, international accords affecting the environment and various models of political behavior and the translation of political movements into public law.

[GOVT 443/543 Socialism and the Market in China]

4 credits. Not offered 1993-94.]

[GOVT 446 Comparative Communism]
4 credits. Not offered 1993-94.]**GOVT 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Comparative Literature 454, History 454)**

Spring. 4 credits. Prerequisite: permission of either instructor. Limited to 20 students.

M. Bernal, J. M. Najemy.

The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical and historical analysis. The course will examine the evolution and transformation of this concept from antiquity to the twentieth century by focusing on selected moments (and texts in which they are represented) of actual and/or perceptual encounters with other civilizations. It will also inquire into the political uses and abuses of the idea of the West, and the literary, psychological, and anthropological dimensions of the idea's history. Readings include selections from Herodotus's *Histories*, Virgil's *Aeneid*, Augustine's *City of God*, *The Song of Roland*, Petrarch, Pico, Machiavelli, Montesquieu, Flaubert, Shelley's *Hellas*, Arnold, Hegel's *Philosophical of History*, James Mill's *History of British India*, and, from the secondary critical literature, Tzvetan Todorov's *The Conquest of America* and Edward Said's *Orientalism*.

[GOVT 457 Comparative Public Law: Legal Controls on Government in Europe and America]

4 credits. Not offered 1993-94.]

GOVT 458 Comparative Democratization
Spring. 4 credits.

V. Bunce.

This course will focus on the transition from authoritarian to liberal politics in eastern Europe. Particular attention will be paid to Poland, Hungary, and Russia. During the course, we will bring in a variety of other cases of recent democratization—in particular, Spain, Portugal, Italy, and Greece. Our focus will be equally divided between the empirics of these transitions and theoretical understandings of transitions to democracy.

GOVT 459 Topics in Chinese Culture and Politics: Public/Private Spheres (also Society for the Humanities 419)

Spring. 4 credits.

V. Shue.

An exploration of changing cultural constructions of the "public" and the "private" spheres of Chinese life, using examples from late imperial times to the present and focusing on concepts of family, state, and nation, lineage and locality, religion and human responsibility, male/female roles and virtues, social honor, and political corruption.

[GOVT 460 Peasant Politics]
4 credits. Not offered 1993-94.]**GOVT 468 Global and Domestic Dimensions of Science and Technology Policy (also S&TS 425)**

Spring. 4 credits.

H. Gottweis.

This course examines the global/domestic interface of contemporary science and technology policy. The development of science and technology is increasingly shaped by national as well as transnational forces, such as strategic alliances between companies and supranational institutions like the European Community. Furthermore, many scientific and technological projects, such as the damming of rivers in India or nuclear power generation in the United States, encounter social resistance on a regional level. Is a coherent national science and technology policy possible in this field of apparently centrifugal forces? What values and "philosophies" could guide a socially responsible science and technology policy in the post cold-war era? These questions will be at the center of the course. We will approach the normative questions by looking at the evolution of science and technology policy in a comparative perspective covering the U.S., Japan, Europe, and various Third World countries.

Political Theory

Government 161 is recommended.

GOVT 260 Social and Political Philosophy

Fall. 4 credits.

R. Miller.

A discussion of the leading current disputes, philosophical and political, about equality, liberty, and individual rights. Writers studied will mainly be political philosophers (for example, Rawls and Nozick respectively—the leading liberal and conservative philosophers), but will also include social scientists. The specific political issues to which these writings will be applied will include abortion rights, the prohibition of pornography, affirmative action, and welfare reform.

GOVT 262 Politics of Sexuality
Fall. 4 credits.

A. M. Smith.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction which emerges as a socio-political problem only within specific historical conditions. We will turn to the historical research on sexual sub-cultures and the official regulation of sexuality, which Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.

GOVT 269 Introduction to Feminist Political Thought

Fall. 4 credits.

N. Hirschmann.

This course will provide a general introduction to feminist political thought, surveying various current issues and methodologies. The course will combine analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.

[GOVT 360 Ancient Greek Constitutions (also Classics 340)]

4 credits. Not offered 1993-94. Next offered 1994-95.

For description see Classics 340.]

GOVT 361 Modern Ideologies: Liberalism and Its Critics

Spring. 4 credits.

I. Kramnick.

Since the rise of capitalism, one political ideology has been dominant in the Western world—liberalism. However, its hegemony has been questioned by a series of critics: democracy, socialism, anarchism, conservatism, Freudianism, and feminism. This course will study the tensions between liberalism and these critics and speculate on the possible survival or extinction of this venerable and very American ideology.

GOVT 364 The Selfish Individual and the Modern World

Spring. 4 credits.

N. Hirschmann.

Michael Milken and Ivan Boesky broke the law: but did they really do anything wrong? Is acting selfishly simply human nature, or is it perversion? Do we have natural obligations to others, or is everyone out for themselves? This course will consider these questions through the lens of modern political theory from Hobbes to contemporary times. We will consider the relation of the individual to society to examine different understandings of "the individual," and how they change over time. In the process, we will examine how these understandings affect the meaning of concepts such as freedom, equality, and justice, as well as the form and role of government. This course will follow a seminar format and rely heavily on class discussion. Enrollment limited.

[GOVT 368 Global Climate and Global Justice]

4 credits. Not offered 1993-94.]

GOVT 375 Visual Culture and Social Theory

Spring. 4 credits.

S. Buck-Morss, H. Foster.

Introduction to critical concepts for the analysis of visual culture in specific socio-historical contexts.

[GOVT 376 Rethinking Marx]

4 credits. Not offered 1993-94.]

GOVT 377 Concepts of Race and Racism

Spring. 4 credits.

A. M. Smith.

This course will examine the contributions of British theorists to the study of race and racism. I have also included a small selection of the texts by non-British authors—Fanon,

Said, and Spivak—which have greatly influenced various British writers. Readings will be drawn from a wide range of sources: Weberian social theory, Marxist and post-Marxist political theory, political debates on slavery, historians' debates on the significance of the empire for the British "masses," the "new racism" thesis, analyses of Powellism and Thatcherism, and critical approaches to the representation of race by black lesbians and gays, black feminists, and anti-racist activists.

GOVT 462 Modern Political Philosophy (also Philosophy 346)

Spring. 4 credits.

R. Miller.

A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, and Gauthier. We will consider the different treatment in each theory of equality, liberty and the general welfare, the different conceptions of morality on which each is grounded, and the consequences of each for current political controversies.

[GOVT 463 Politics of Contemporary Feminist Theory]

4 credits. Not offered 1993-94.]

[GOVT 466 Feminism and Gender Discrimination]

4 credits. Not offered 1993-94.]

[GOVT 471 Social Theories of Modernity I]

4 credits. Not offered 1993-94.]

[GOVT 472 Social Theories of Modernity II]

4 credits. Not offered 1993-94.]

International Relations

Government 181 or 281 are recommended.

GOVT 380 The Politics of German Unification

Fall. 4 credits.

M. Minkenberg.

The course aims at elaborating the process of German unification in 1989/90, its structural determinants, and its consequences for the new Germany. The course first reviews the "German question" in historical perspective and examines the political regimes of the separated Germany from 1949 to 1989. It then introduces students to the major dimensions of German unification in terms of the national and international context, the establishment of a democratic regime in the East, the economic restructuring, and the foreign policy implications of the new Germany.

[GOVT 381 The Politics of Defense Spending]

4 credits. Not offered 1993-94.]

[GOVT 383 Theories of International Relations]

4 credits. Not offered 1993-94.]

[GOVT 384 War and Peace in the Nuclear Age (also Physics 206)]

4 credits. Not offered 1993-94.]

GOVT 385 American Foreign Policy

Fall. 4 credits.

S. Telhami.

In this course, we will examine the evolution of American foreign policy since World War II. In part I of the course, we will study the theoretical literature linking international and domestic variables to American foreign policy.

In part II, we will explore several cases of American foreign policy in an attempt to test the utility of the various theoretical approaches. The cases selected pertain primarily to Soviet-American relations and to American responses to social and political change in the Third World.

[GOVT 387 The United States and Asia]

4 credits. Not offered 1993-94.]

GOVT 388 International Political Economy

Fall. 4 credits. Prerequisites: Government 181 or 281 and at least one course in economics.

J. Kirshner.

This course examines the politics of international political economic relations. It will draw on the history of the modern international economy and explore the theories that have been used to explain its evolution. The goals of the course are to gain insights into contemporary issues and to understand how scholars of international relations and economics describe and explain problems in the global economy.

[GOVT 389 International Law]

4 credits. Not offered 1993-94.]

GOVT 391 Chinese Foreign Policy

Fall. 4 credits.

T. Christensen.

This undergraduate lecture course will review and analyze the foreign policy of the People's Republic of China from 1949 to the present. Lectures will discuss the Cold War history of Beijing's relations with the Soviet Union, the United States, Southeast Asia, and the Third World. Various theories of foreign policy will be discussed as potential tools for understanding Chinese foreign policy behavior. The class will conclude with a discussion of the future of Chinese foreign policy in light of the end of the Cold War, changes in the Chinese economy and the post-Tiananmen legitimacy crisis in Beijing.

GOVT 392 International Relations of the Middle East

Spring. 4 credits.

S. Telhami.

This course will examine patterns of international relations in the Middle East in the twentieth century, with special reference to the Arab-Israeli and Iran-Iraq conflicts. These conflicts will be treated as part of a Middle East system, whose other main elements are the interaction between domestic and external politics, inter-Arab relations, and the involvement of extraregional powers.

GOVT 396 The Past as Prelude?

Fall. 4 credits.

P. Katzenstein.

Germany and Japan, capitalist "late developers" that turn to fascism and militarism, were defeated and occupied by the Allies after World War II, and then grew rapidly into affluent democracies in the postwar era, have now come to assume problematical positions of economic leadership among former enemies in Europe and Asia. By investigating, in parallel, the history and current circumstances of each nation's interaction with its neighbors, the course poses timely questions related to national identity, political and economic conflicts, and regionalism in changing international environments.

[GOVT 397 The United States and Russia]

4 credits. Not offered 1993-94.]

[GOVT 398 The Transformation of International Relations]

4 credits. Not offered 1993-94.]

GOVT 399 International Relations of the Former Soviet Union

Fall. 4 credits.

J. Goldgeier.

What are the sources of conflict and cooperation among the newly-independent states of the former Soviet Union? This class will use different theories of international relations to study this new laboratory of international politics. Topics include balance-of-power politics, economic interdependence, the rise of nationalism, and nuclear weapons policy. Government 181 or equivalent is recommended.

GOVT 475 Topics in International Political Economy: Money and Finance

Spring. 4 credits.

J. Kirshner.

Government 475 is a topical seminar that focuses on a different aspect of international political economy each time it is offered. The goal of the course is to explore the historical and theoretical background of a particular issue or controversy and consider the implications of that analysis for the contemporary system. In spring 1994 the focus will be on money and finance.

[GOVT 478/681 Accumulation on a World Scale]

4 credits. Not offered 1993-94.]

GOVT 482 International Relations of East Asia

Spring. 4 credits.

T. Christensen.

A seminar for advanced undergraduates and graduate students focusing on the Cold War in East Asia. The course will discuss the grand strategy of the superpowers in Asia and explore connections between the Cold War in Europe and Asia. Topics for discussion will include U.S. and Soviet policies toward China in the late 1940s, the Korean War, the role of Japan in American grand strategy, the development of the Sino-Soviet alliance and rift, military crises in Indochina and the Taiwan Straits, the Vietnam War, Sino-American and Sino-Soviet Rapprochement, and the rise of Japan and the NICs as regional economic powers. The course will conclude with a discussion of the regional implications of the end of the Cold War and recent Chinese economic growth.

GOVT 483 The Military and New Technology

Fall. 4 credits.

J. Reppy.

In conventional wisdom, military organizations are seen paradoxically both as inflexible institutions and as proponents and consumers of rapid technological change. In this seminar we will examine changes over time in the attitude of the military toward new technology and analyze competing explanations for these changes. Readings will include Michael Howard, *War and European History*; John Ellis, *The Social History of the Machine Gun*; and Donald MacKenzie, *Inventing Accuracy: An Historical Sociology of Nuclear Missile Guidance*.

[GOVT 484 Defense Strategy]

4 credits. Not offered 1993-94.]

[GOVT 485 International Political Economy]

4 credits. Not offered 1993-94.]

[GOVT 487 Chinese Foreign Policy]

4 credits. Not offered 1993-94.]

[GOVT 488 Comparative Capitalism]

4 credits. Not offered 1993-94.]

[GOVT 489 International Law and Regime Development]

4 credits. Not offered 1993-94.]

Honors Courses

Each April a limited number of junior majors are admitted to the honors program, their work to begin the following fall. Application forms and a full description of the program may be obtained in 125 McGraw Hall.

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits.

Staff.

Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a ten-to-fifteen-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed Government 494.

Staff.

Students continue the work of the preceding semester typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some sixty to eighty pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

Supervised Study

Except under very unusual circumstances, supervised study, Government 499, is open only to government majors doing superior work in the major. The application form may be obtained in 125 McGraw Hall and must be approved by the director of undergraduate studies for credit to be granted. There is no limit established for the total number of credits a government major may take in Government 499 while at Cornell, but he or she may count no more than 4 credits toward fulfillment of the major. Students who want to continue taking the course for more than one semester must select a new theme or subject each semester, and applicants must present a well-defined program of study that cannot be satisfied by taking regular courses. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Permission of the instructor is required.

GOVT 499 Readings Fall or spring.

Fall or spring. 1-4 credits.

Staff.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars**GOVT 601 Scope and Methods of Political Analysis**

Fall. 4 credits.

W. Mebane.

This course introduces the major analytical approaches used in contemporary political science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

GOVT 602 Field Seminar in Political Methodology

Spring. 4 credits.

W. Mebane.

This course introduces the quantitative methods most often used in contemporary political science research. We cover applied sampling and basic survey design, categorical data analysis, and basic regression analysis. The statistical methods are treated in conjunction with the problems of research design that most commonly arise in political science applications. Attention is given to the conventions accepted in political science for how a statistical analysis should be conducted and the results interpreted. A good basic course in probability and statistics is desirable, though not necessary, for preparation. Enrollment by interested undergraduates is encouraged.

GOVT 603 Field Seminar in American Politics

Spring. 4 credits.

J. Rabkin.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 605 Field Seminar in Comparative Politics

Spring. 4 credits.

R. Herring.

An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics, authority and legitimacy, participation and mobilization, economic development and democracy, authoritarian and totalitarian politics, corporatism and pluralism, and nation building and political integration.

GOVT 606 Field Seminar in International Relations

Fall. 4 credits.

J. Kirshner, S. Telhami.

A general survey of the literature and propositions of the international relations

field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

GOVT 607 The Western Political Tradition: A Survey

Fall. 4 credits.

I. Kramnick.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

American Government and Institutions

[GOVT 610/410 Democratic Theory and Institutions]

4 credits. Not offered 1993-94.]

GOVT 611 The Political Economy of American Development I

Fall. 4 credits.

R. Bense.

This course will trace and describe the political economy of national state formation from the last decades of the antebellum period, through the Civil War and Reconstruction eras, and end with the transition to a more industrial society during the late nineteenth and early twentieth centuries. Utilizing a broad survey of the historical literature on these periods, the course will investigate: (1) the connection between slavery and the emergence of southern separatism; (2) the impact of conflict between the plantation South and industrializing North on American state formation; (3) the failure of post-Civil War attempts to remold the southern political economy; (4) the role of the finance capital markets in industrial and western agrarian expansion and the consequent emergence of monetary issues in national politics; and (5) the political economic basis of possible developmental trajectories other than the high-tariff, gold-standard one actually followed.

GOVT 612 American Political Development II: Social Movements and State Expansion in the Twentieth Century

Spring. 4 credits.

E. Sanders.

Focus will be on the interaction of social movements and state policy from the progressive era through the 1980s. The assumption is that social movements have been the prime stimuli of national state expansion, although the form and content of the new policy were seldom completely satisfactory to the social movement organizations. Readings will deal both with movement organization and goals and federal policy processes and outcomes.

[GOVT 613 Politics and Economics in Local Areas]

4 credits. Not offered 1993-94.]

[GOVT 622 The Political Economy of American Development]

4 credits. Not offered 1993-94.]

GOVT 624 American Political Organizations, Institutions, and Party Systems

Fall. 4 credits.

M. Shefter.

This seminar analyzes the forces shaping the character and behavior of the interest groups, social movements, and governing coalitions organized by political leaders in the United States since the New Deal.

[GOVT 641 Anarchy, State, and Social Order]

4 credits. Not offered 1993-94.]

Public Policy

GOVT 626 Workshop on Law, Science and Technology

Spring. 4 credits.

S. Jasanoff.

Legal proceedings provide a powerful mechanism for deconstructing, and to some extent reconstructing, a society's understandings about the nature and social role of expertise, the boundaries of science and technology, and the meaning or validity of scientific "facts." Using a combination of primary legal materials and theoretical studies in science and technology, this course will explore how varying scientific realities are constructed in legal forums and what impact these constructions have on the social relations of science and technology. The course will also consider the policy implications of conflicting legal and scientific approaches to the discovery and verification of scientific facts.

[GOVT 628 Politics of Technical Decisions I (also City and Regional Planning 541, Science and Technology Studies 415)]

4 credits. Not offered 1993-94.]

Comparative Government

GOVT 630 Labor, Free Trade, and Economic Integration in the Americas (also ILR 638)

Fall. 4 credits. Limited to 20 students.

M. Cook.

This course explores the effects of the contemporary movement toward free trade and regional economic integration on the societies, economies, and political systems of countries in North and South America, with special focus on labor. The course will pay particular attention to the origins and implications of the North American Free Trade Agreement (NAFTA) but will also look at integration schemes in South America (Andean pact and Mercosur), Europe (for comparison), and at hemisphere-wide initiatives. We will examine the free trade issue from a variety of perspectives, both favorable and critical, and we will adopt a broad understanding of regional integration, one that also encompasses a host of non-trade issues. We will also seek to understand the recent reorientation of many Latin American economies within the historical context of Latin American development strategies and constraints.

GOVT 631 Comparative Labor Movements in Latin America (also ILR 631)

Spring. 4 credits.

M. Cook.

This course is an introduction to the historical development of organized labor in Latin America and to the contemporary issues affecting Latin American labor unions. The approach is multidisciplinary but will stress politics: Under what political constraints does organized labor in Latin America operate, and to what extent have labor unions acted as autonomous political and social actors? Among the questions that will be contemplated in this course are the following: What is the political and institutional context in which labor unions have been developed historically and how does this context affect

their actions and strategies today? What happened to labor unions during the brutal military dictatorships of the seventies, during the "lost decade"—the eighties—and how are they being affected by the process of democratization and economic liberalization currently sweeping the continent? To what extent are the changes affecting labor organizations in Latin America today similar to those affecting labor throughout the globe?

GOVT 633 European Parties and Party Systems

Fall. 4 credits.

M. Minkenberg.

This course is an analysis of West European party systems and major changes in voting behavior with a particular emphasis on the (re)emergence of far right parties in the 1980s and 1990s. The course is organized in two parts. First, there will be a discussion of various concepts and approaches to the study of party systems and electoral change (cleavage theory, realignment, value change, etc.). Second, with the help of these theoretical instruments, the rise of new (or old) far right parties and their effect on the party systems in Western Europe will be analyzed in several case studies.

GOVT 634 Genetic Engineering: Politics and Society in Comparative Perspective (also S&TS 645)

Fall. 4 credits.

H. Gottweis.

Today genetic engineering is a standard technology used in many laboratories throughout the world. Since its development, however, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships between science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology. We will discuss how modern society deals with high-risk/high-impact technologies and explore the question of adequacy of the political-legal framework of contemporary "risk-society."

[GOVT 637 Peasantry, State, and Revolutionary Socialism]

4 credits. Not offered 1993-94.]

[GOVT 643/443 Socialism and the Market in China]

4 credits. Not offered 1993-94.]

GOVT 644 Sociotechnical Aspects of Irrigation (also Agricultural Economics 754, Agricultural Engineering 754, and Rural Sociology 754)

Spring. 4 credits.

N. Uphoff.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with the social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues

associated with the design and operation of systems of irrigated agriculture in developing countries.

GOVT 645 Chinese Politics

Fall. 4 credits.

V. Shue.

Discussion of the central topics in Chinese political economy since the revolution. Special attention to evaluating various theoretical approaches to the study of Chinese politics and to problems of research and interpretation.

[GOVT 647 Political Anthropology: Southeast Asia]

4 credits. Not offered 1993-94.]

[GOVT 648 Political Economy of Change: Rural Development in the Third World]

4 credits. Not offered 1993-94.]

GOVT 649 Agrarian Political Economy: Land, Labor, and Nature

Fall. 4 credits.

R. Herring.

Comparative political economy of preindustrial and transitional societies, stressing alternative theories of dynamics of peasant society, rural development, environmental change and linkages to urban and industrial sectors and the international system. We emphasize the impact of property systems and public law on human welfare and collective action. We explore theoretically the tensions between materialist political economy and competing interpretive frameworks.

GOVT 652 Southeast Asia Seminar: The Philippines (also Asian Studies 601)

Spring. 4 credits.

B. Anderson.

A broad range of problems are dealt with; the focus this term is on the Philippines.

GOVT 653 The Plural Society Revisited (also Asian Studies 607)

Fall. 4 credits.

B. Anderson.

John Furnivall's concept, invented 40 years ago, posited colonial society as one in which race (and ethnicity), class, occupation, and residence were distributed more or less isomorphically. The seminar will review the utility of the concept in the light of subsequent research on colonial Southeast Asia and its applicability to developments since the achieving of independence. It will also consider the relevance of the concept to (uncolonized) modern Thailand. The core problematic will be the relationship between classification (naming) and power.

[GOVT 656 Comparative Political Economy]

4 credits. Not offered 1993-94.]

GOVT 657 Comparative Democratization

Spring. 4 credits.

V. Bunce.

This course aims at an introduction to the theoretical and methodological problems of studying democratization in a comparative framework and at developing diachronic studies of the democratization process. The major emphases will be the historical and recent origins of democratization; the preconditions of democracy and democratization; the preconditions of democracy and democratization processes; the problems of transitions to democracy from various other types of political system; the problem of

democratic breakdown; and elites and mass publics in the process of democratization. Some attention will also be given to democratic consolidation and to the relationship between market development and political liberalization in the recent transitions in East-Central Europe.

[GOVT 658 Indonesia]

4 credits. Not offered 1993-94.]

[GOVT 659 Politics in Western Europe: Transitions to Democracy]

4 credits. Not offered 1993-94.]

[GOVT 660 Social Movements, Collective Action, and Reform]

4 credits. Not offered 1993-94.]

GOVT 692 The Administration of Agricultural and Rural Development

Spring. 4 credits.

N. T. Uphoff.

The political, bureaucratic, economic, and technical environments of administration for agricultural and rural development; the various functions involved in administration (personnel management, planning, budgeting, economic analysis, information systems); several major tasks (research, extension services, and infrastructure development); and specific problems of integrating activities, interfacing with rural populations, and utilizing external assistance. Intended primarily for persons who expect to have some future responsibilities in agricultural or rural development administration and Third World countries.

Political Theory

[GOVT 661 The Political Theory of the American Founding]

4 credits. Not offered 1993-94.]

GOVT 663 Political Theories of Power

Fall. 4 credits.

A. M. Smith.

Questions around power and power relations emerge in virtually every aspect of political science, and yet these terms are often used in quite loosely defined ways. This seminar will focus on some of the major approaches to power in political theory. For the fall semester, we will focus on Machiavelli, Hobbes, Gramsci, Nietzsche, and Foucault. The seminar will be structured as a reading course in the political theory field with a compulsory final examination.

GOVT 664 Contemporary Democratic Theory

Spring. 4 credits.

A. M. Smith.

Many theorists and activists working on questions of class, racial, gendered, and sexual identities have claimed that we must develop a rigorous critique of "essentialism" to make way for a truly democratic form of political practice. How are these diverse claims, in post-Marxist texts, critical studies of race and racism, feminist theory, and lesbian, bisexual, and gay studies, structurally similar? How do the political practices envisioned in these anti-essentialist texts differ from other strategies? Do the demands for anti-essentialist theories and practices risk the erasure of politically important identity claims? For the spring semester, the reading list will probably include selections from the work of Ernest Laclau, Chantal Mouffe, Stuart Hall, Etienne Balibar, Patricia Williams, Vron Ware, Teresa de Lauretis, Biddy Martin, Chandra

Talpade Mohanty, Joan Scott, and Judith Butler.

GOVT 665 American Political Thought: From Madison to Malcolm X

Spring. 4 credits.

I. Kramnick.

This seminar will trace developments and tendencies in American political thought from the eighteenth century to the present. It will examine individual thinkers, like Jefferson, Calhoun, or Dewey, movements like Anti-Federalism, Social Darwinism, and Progressivism, and themes of political culture like racism, sexism, class policies, and religion. The seminar will presume a basic familiarity with American history.

[GOVT 667 Major Figures in Modern Political Theory I]

4 credits. Not offered 1993-94.]

[GOVT 668 Major Figures in Modern Political Theory II]

4 credits. Not offered 1993-94.]

[GOVT 669 Modern Social Theory I]

4 credits. Not offered 1993-94.]

GOVT 670 Modern Social Theory II

Spring. 4 credits.

S. Buck-Morss.

Issues raised by neo-Marxism, critical theory, poststructuralism, and feminism.

GOVT 671 Graduate Seminar in Feminist Political Theory

Fall. 4 credits.

N. Hirschmann.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise. The course is open to undergraduates who have taken Government 463 or other courses in feminist theory, with permission of the instructor.

[GOVT 673 Republicanism and Liberalism]

4 credits. Not offered 1993-94.]

[GOVT 675 Gramsci and Cultural Politics (also German Literature 685)]

4 credits. Not offered 1993-94.]

International Relations

[GOVT 680 International Cooperation]

4 credits. Not offered 1993-94.]

[GOVT 681/478 Accumulation on a World Scale]

4 credits. Not offered 1993-94.]

[GOVT 682 International Relations of the Middle East (also Near Eastern Studies 682)]

4 credits. Not offered 1993-94.]

GOVT 683 Foreign Policy Analysis

Spring. 4 credits.

S. Telhami.

This seminar will survey theories of foreign policy and examine their applicability by

comparing the foreign policy making in several states. Both theories emphasizing the role of the international system and theories highlighting the relevance of domestic politics will be assessed.

GOVT 685 International Political Economy

Spring. 4 credits.

J. Kirshner.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar will cover different theoretical perspectives and a number of substantive problems.

[GOVT 686 International Strategy

Spring. 4 credits.

T. Christensen.

Doctrines of deterrence and defense, particularly their interaction in American policy since 1945, are a focus in the course. The relationship between doctrine and the type of international system (bipolar or multipolar) is considered and other means of equilibrium in the international system are investigated.

GOVT 687 International Environmental Policy

Spring. 4 credits.

S. Jasanoff.

This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to the environmental issues. Analytically, the course attempts to define the distinctive characteristics of environmental policy and politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.

GOVT 689 International Security Politics

Fall. 4 credits.

J. Goldgeier, P. Katzenstein.

Course will examine a variety of international relations theories in studying a broad range of security issues, including the causes of war, alliance formation, balance-of-power politics, security regimes, nuclear and conventional deterrence, and core-periphery relations.

Independent Study

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for Government 499.

GOVT 799 Independent Study

Fall or spring. 4 credits.

Staff.

Government 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements will be designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications

must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate secretary in 125 McGraw Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Modern Languages and Linguistics.

HISTORY

S. Cochran, chair, T. H. Holloway, graduate faculty representative; C. A. Peterson, director of undergraduate studies; G. C. Altschuler, D. A. Baugh, S. Blumin, T. Borstelmann, P. R. Dear, I. V. Hull, P. R. Hyams, J. J. John, C. Kammen, M. Kammen, S. L. Kaplan, N. Karwan Cutting, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, R. L. Moore, J. M. Najemy, M. B. Norton, G. Okihiro, J. R. Piggott, W. M. Pintner, R. Polenberg, W. B. Provine, M. Roldán, T. Shiraishi, J. H. Silbey, F. Somkin, M. Steinberg, B. Strauss, D. Usner, M. Washington, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: K. Biggerstaff, E. W. Fox, P. W. Gates, B. Tierney, O. W. Wolters

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

The Major

To complete the history major, a student must fulfill the requirements listed below:

- 1) Complete three semesters of *any** of the following courses: Introduction to Western Civilization (History 151, History 152), Europe since 1789 (History 242), Colonial Latin America (History 295), Latin America in the Modern Age (History 296), Introduction to Asian Civilization (History 190, History 191), Islamic History 600–1258 (History 254), Islamic History, 1258–1850 (History 248), Science in Western Civilization (History 281, History 282). Students must complete (or be taking) two of the required semester courses before being admitted to the major.

*Exception: to fulfill this requirement you may use either History 152 or History 242 but not both.

- 2) Take history department courses totaling 40 credits and complete all these courses with a grade of C or better.
- 3) Of the courses totaling 40 credits, take a minimum of:

- a. 16 credits outside of American history and
- b. 12 credits in history before 1800.

Courses used to fulfill Requirement (1) above may also be used to fulfill Requirement (3). You may use courses in American history before 1800 to fulfill Requirement (3b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (3a) and (3b).

- 4) Of the courses totaling 40 credits, take at least one 400-level seminar.

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing a thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 44 credit hours in history. During the second term of sophomore year or early in junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of senior year, the candidate presents in conversation or in writing a thesis proposal to an appropriate member of the faculty of history. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in History 401, Honors Research, with their supervisors. Any exceptions to this must be approved by the Honors Committee. History 401 is a 4-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student submits to the supervisor a ten-to-fifteen page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and takes an oral examination on the broad field of history that the student has researched. The examination will be administered by a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. The committee then recommends whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a 4-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral examination.

The text of the honors essay may not exceed sixty pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the

third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor and the examination focuses on the specific issues of the essay as well as the broad field of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-249-level courses are similar to freshman writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level courses have no prerequisites and admit freshmen. They cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 700-799 are graduate level courses.

Comparative History

HIST 274 Foodways: A Social History of Food and Eating

Fall. 4 credits.

S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1980s.

HIST 360 Early Warfare, East and West

4 credits. Next offered 1994-95.

C. A. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.]

HIST 370 Resistance and Adaptation: Native American Responses to the Conquest

4 credits. Not offered 1993-94.

M. Roldán and D. Usner.]

HIST 380 Social History of Western Technology

4 credits. Next offered 1994-95.

For description see History of Science.]

HIST 393 Images of Humanity in Medieval China (also Society for the Humanities 425) @

4 credits. Permission required. Next offered 1994-95.

J. R. McRae and C. A. Peterson.

Marcham Seminar. The middle period in China's history, essentially the T'ang and Sung dynasties, feature some of the highest achievements of Chinese civilization. These centuries (the seventh through the thirteenth) are distinguished by the exceptionally high levels of literature, art, religious and secular thought, and proto-scientific development, as well as by fundamental changes in state, society, and the economy. This seminar will explore the China of this age by examining the lives of several representative figures—a politician, a poet, a Buddhist monk, a Taoist priest, an emperor, an empress, a "detective" and others. The aim will be to reconstruct the inner and outer worlds of men and women perhaps not so far removed from ourselves in their basic motivations and daily concerns.]

HIST 405 Population and History

4 credits. Open to sophomores. Not offered 1993-94.

S. L. Kaplan.]

HIST 407 Death in Past Time

4 credits. Not offered 1993-94.

S. L. Kaplan.]

HIST 409 Seminar on Work in Europe and America

4 credits. Next offered 1994-95.

S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those who for various critical reasons did not work. The seminar will examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.]

HIST 413 The History and Economics of Whaling in North America (also Agricultural Economics 454 and Society for the Humanities 413)

4 credits. Not offered 1993-94.

D. Usner, J. Conrad.]

HIST 432 The City in History

Fall 4 credits. Prerequisite: permission of instructor.

S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America.

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

S. L. Kaplan.]

HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Government 454)

Spring. 4 credits. Limited to 20 students.

Prerequisite: permission of instructor.

M. Bernal, J. M. Najemy.

The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical and historical analysis. The course will examine the evolution and transfiguration of this concept from antiquity to the twentieth century by focusing on selected moments (and texts in which they are represented) of actual and/or perceptual encounters with other civilizations. It will also inquire into the political uses and abuses of the idea of the West, and the literary, psychological, and anthropological dimensions of the idea's history. Readings include selections from Herodotus's *Histories*, Virgil's *Aeneid*, Augustine's *City of God*, *The Song of Roland*, Petrarch, Pico, Machiavelli, Montesquieu, Flaubert, Shelley's *Hellas*, Arnold, Hegel's *Philosophy of History*, James Mill's *History of British India*, and, from the secondary critical literature, Tzvetan Todorov's *The Conquest of America* and Edward Said's *Orientalism*.

[HIST 471 Black Emancipation in Comparative Perspective (also Africana Studies 471; Society for the Humanities 426)

4 credits. Prerequisite: one course in American, Afro-American, or African history. Not offered 1993-94.

M. Washington.

This course will explore the black emancipation experiences in comparative perspective. Primary emphasis will be on Africa and the United States; secondary focus will be the Caribbean and Latin America. The African component will investigate social consequences of emancipation, the transformations accompanying that process and the experiences of former slaves. Perspectives on the Americans will include the complexities of emancipation, its socio-economic results and the legacy of race relations.]

[HIST 708 Seminar on the History of Food

Not offered 1993-94.

S. L. Kaplan.]

History of Science

HIST 281 Science in Western Civilization (also Science and Technology Studies 281)

Fall. 4 credits. History 281 is not a prerequisite to 282.

M. Dennis.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over

nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

HIST 282 Science in Western Civilization (also Science and Technology Studies 282) #

4 credits. History 281 is not a prerequisite to 282.

L. P. Williams.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 287 Evolution (also Biological Sciences 207 and Science and Technology Studies 287)

Fall. 3 credits.

W. Provine.

Evolution is the most central concept in biology. This course examines evolution in historical and cultural context. Aims of the course include understanding of the major issues in the history and current status of evolutionary biology, and exploration of the implications of evolution for culture. Issues range from controversies over mechanisms of evolution in natural populations to the conflict between creationists and evolutionists.

[HIST 288 History of Biology (also Biological Sciences 202 and Biology and Society 288 and Science and Technology Studies 288)]

3 credits. Prerequisite: one year of introductory biology. Not offered 1993-94.

W. Provine.]

[HIST 380 Social History of Western Technology #

4 credits. Next offered 1994-95.

J. H. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

HIST 465 Scientific Rhetoric in Historical Perspective (Communication 465 and Science and Technology Studies 465)

Spring. 4 credits. No prerequisites.

P. Dear and B. Lewenstein.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more

routine scientific communications. Students will prepare brief reports during the semester and a final term paper.

[HIST 482 The Origins of Modern Science 1500-1700 (also Science and Technology Studies 482) #

4 credits. Next offered 1994-95.

P. R. Dear.

A seminar focusing on the changes in the European conception of nature and of human knowledge that created modern science. A new way of perceiving the world, and a new ideology justifying its experimental manipulation, transformed the finite, earth-centered, organic universe of 1500 into the infinite, mechanical universe of Isaac Newton. The course traces these developments above all through the study of primary materials, using the writings of Copernicus, Galileo, Descartes, Newton, and other lesser-known figures to discover how technical and philosophical innovations emerged from the changing worldview of early modern Europe.]

[HIST 487 Science, Technology, and Strategy in the Post-Napoleonic World (also Science and Technology Studies 487)]

4 credits. Not offered 1993-94.

L. P. Williams]

HIST 488 The Golden Age of French Sciences: 1789-1830 (also Science and Technology Studies 488) #

Spring. 4 credits.

L. P. Williams.

In 1789, Antoine Laurent Lavoisier published his great *Elementary Treatise on Chemistry*, which created modern chemistry. In 1827, Pierre Simon de Laplace died. In between, such great French scientists as Lamarck, Cuvier, Ampere, Poisson, Biot, Bichat, Cabanis, and Pinel did their most important work. This seminar will deal with their original texts.

[HIST 680 Seminar in Historiographical Approaches to Science (also Science and Technology Studies 680)]

4 credits. Next offered 1994-95.

P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

[HIST 681 Seminar in the History of Nineteenth-Century Physical Science (also Science and Technology Studies 681)]

4 credits. Not offered 1993-94.

L. P. Williams.]

[HIST 781 Advanced Seminar in the History of Nineteenth-Century Physical Science (also Science and Technology Studies 781)]

4 credits each term. Prerequisite: permission of instructor. Not offered 1993-94.

L. P. Williams.]

American History

[HIST 101 Introduction to American History (also American Studies 101) #

3 credits. 101 is not a prerequisite to 102.

Next offered 1994-95.

G. C. Altschuler.

A survey of U. S. history designed to introduce students to major themes and interpretations. History 101 traces the origins and evolution of the nation through 1865. Topics include

Puritanism, the American Revolution, the Constitution, Jacksonian democracy, and the Civil War.]

[HIST 102 Introduction to American History (also American Studies 102)]

3 credits. 101 is not a prerequisite to 102.

Next offered 1994-95.

G. C. Altschuler.

A survey of U.S. history designed to introduce students to major themes and interpretations. Covers the period from the Civil War to the present. Topics include the Reconstruction, the Gilded Age, the world wars, the 1960s, Vietnam, and Watergate.]

[HIST 208 The Era of Franklin D. Roosevelt]

4 credits. Primarily for sophomores. Prerequisite: permission of instructor. Next offered 1994-95.

R. Polenberg.

The impact of the Great Depression and World War II on American politics, law, and culture.]

[HIST 209 Political History of Indians in the United States #

4 credits. Not offered 1993-94.

D. H. Usner.]

[HIST 210 The Supreme Court and Civil Liberties]

4 credits. Primarily for sophomores. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 1993-94.

R. Polenberg.]

HIST 213 Asian American History (also Asian American Studies 213)

Fall. 4 credits

G. Okihiro.

Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

[HIST 214 Seminar on American Foreign Policy]

4 credits. Open to freshmen and sophomores. Not offered 1993-94.

W. LaFeber.]

[HIST 227 Historical Perspectives on Modern American Sex Roles (also Women's Studies 227)]

4 credits. Limited to 20 students. Intended primarily for sophomores. Not offered 1993-94.

M. B. Norton.]

[HIST 238 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and Human Development and Family Studies 258)]

3 credits. Next offered 1994-95.

J. Brumberg.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, film, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of

professionalism for women, family structure, and American society are also discussed.)

[HIST 256 African-American History, 1945-85]

4 credits. Open to freshmen with permission. Not offered 1993-94.

M. Washington.

This course focuses on the history, culture, and literature of African-American people during the post-World War II, civil rights, and revolutionary nationalist periods. This introductory course examines key issues, themes, and events in a context of contemporary relevance. Emphasis will be on the historical evolution of the modern Black community, Black-white race relations, and the impact of modern economic and political institutions on Black life and thought.]

[HIST 273 Women in American Society, Past and Present (also Women's Studies 273) #]

4 credits. Next offered 1994-95.

M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

[HIST 275 Crime and Punishment: From the Puritans to Mickey Spillane]

4 credits. Not offered 1993-94.

F. Somkin.]

[HIST 276 American Indian History, 1500-1850 #]

4 credits. Not offered 1993-94.

D. H. Usner.]

[HIST 277 American Indian History since 1850]

4 credits. Not offered 1993-94.

D. H. Usner.]

[HIST 279 Seminar on the Cold War]

4 credits. Next offered 1994-95.

T. Borstelmann.

This course will introduce freshmen and sophomores to the major issues and problems of the early Cold War period in American history: the 1940s and 1950s. It will devote equal time to domestic and foreign policy concerns, with particular attention paid to the links between them. Major topics include anti-communism, the origins of American-Soviet tensions, race relations, the Korean War, McCarthyism, American affluence, gender relations, and the cultural impact of nuclear weapons.]

[HIST 303 African-American Women in Slavery and Freedom (also Women's Studies 307)]

4 credits. Not open to freshmen. Next offered 1994-95.

M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, feminism, and racism.]

[HIST 304 American Culture in Historical Perspective, 1880-1980]

4 credits. Next offered 1994-95.

M. Kammen.

An introduction to American Studies and the development of American culture. Emphasis

upon relationships between mass culture, popular culture, and high culture; and on the question of American exceptionalism (distinctiveness). Special attention also to the situation of subcultures, to the changing role of the media, ethnicity (pluralism), the visual and popular arts.]

[HIST 307 The Jewish Immigrant Experience]

4 credits. Enrollment limited. Prerequisite: permission of instructor. Not offered 1993-94.

F. Somkin.]

[HIST 309 The U.S. and the Third World Fall. 4 credits.]

T. Borstelmann.

This course examines the development of American relations with Asia, Africa, Latin America, and the Middle East, with particular emphasis on the post-World War II period. Connections between domestic factors in the United States and American foreign policy will be emphasized.

[HIST 311 The Structure of American Political History #]

4 credits. Not offered 1993-94.

J. H. Silbey.

Examines the course of American politics from 1787 to the Civil War, focusing on the nature of decision making, popular and legislative voting behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

[HIST 312 The Structure of American Political History]

4 credits. Next offered 1994-95.

J. H. Silbey.

Examines the course of American politics from 1865 to the present, focusing on the nature of decision making, popular and legislative voting, behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

[HIST 313 U.S. Foreign Relations, 1750-1912 #]

Fall. 4 credits. Open to freshmen with permission of instructor.

W. LaFeber.

Examines policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy.

[HIST 314 History of American Foreign Policy, 1912 to the Present]

Spring. 4 credits.

T. Borstelmann.

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U. S. foreign policy.

[HIST 318 American Constitutional Development]

4 credits. Next offered 1994-95.

M. B. Norton.

A study of the major themes of the constitutional history of the United States. Among the topics to be considered are the drafting of the Constitution, the Marshall and Taney courts, the constitutional crisis caused by slavery and

emancipation, the rise of substantive due process, the expansion of civil rights and liberties for women and men in the twentieth century, and the contemporary court.]

[HIST 319 The Frontier in American Thought and Culture]

4 credits. Not offered 1993-94.

D. H. Usner.]

[HIST 321 Colonial North America to 1763 #]

4 credits. Next offered 1995-96.

M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.]

[HIST 323 The American Dream #]

Fall. 4 credits. Open to freshmen.

F. Somkin.

The culture of the United States is markedly different from that of the rest of the English-speaking world. What makes Americans distinct? Lacking from the beginning the blood-and-soil amalgam of other peoples, American has been primarily a set of promises: the American Dream. The emphasis of the course will be on the ironic contrast between this vision at its most grandiose and present American realities.

[HIST 325 Age of the American Revolution, 1763-1815 #]

4 credits. Next offered 1995-96.

M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.]

[HIST 326 The Nation of Trial]

4 credits. Not offered 1993-94.

M. Washington.]

[HIST 327 American Frontier History Before 1850 #]

Fall. 4 credits.

D. H. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.

[HIST 328 American Frontier History: The West since 1850]

Spring. 4 credits. Plus sections.

D. H. Usner.

An examination of the American West, both as place and myth, from the mid-nineteenth century to the present. Conquest of Indian territories, class and ethnic struggles, frontier ideology, and western politics are among the topics. The course comparatively studies agricultural, mining, and other frontier societies. The role of government and science in transforming western environments is closely explored, toward an understanding of

recent farm, energy, and other land-use policies in the West.

[HIST 330 The United States in the Middle Period, 1815-1850 #

4 credits. Not offered 1993-94.

J. H. Silbey.]

HIST 331 The American Civil War and Reconstruction 1850-1877 #

Fall. 4 credits.

J. H. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.

[HIST 332 The Urbanization of American Society #

4 credits. Next offered 1994-95.

S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to an urban society and culture, from the first European settlements to the present. It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy. Period, 1600-1860.]

[HIST 333 The Urbanization of American Society

4 credits. Next offered 1994-95.

S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to an urban society and culture, from the first European settlements to the present. It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy. Period, 1860-present.]

[HIST 335 African-American History from Slavery to Freedom #

4 credits. Not open to freshman. Next offered 1994-95.

M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis will be on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.]

HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 #

Fall. 4 credits.

S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.

HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000

Spring. 4 credits. 336 is not a prerequisite to 337.

S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the

ethos of enterprise in twentieth-century American society.

HIST 340 Recent American History, 1929-1960

Fall. 4 credits. Prerequisite: Not open to freshmen.

R. Polenberg.

Topics include radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.

HIST 341 Recent American History, 1960 to the Present

Spring. 4 credits. Not open to freshmen.

R. Polenberg.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; the Carter, Reagan, and Bush presidencies; and class, race, and ethnicity in modern America.

[HIST 344 American Ideas from the Puritans to Darwin #

4 credits. Not offered 1993-94.

F. Somkin.]

HIST 346 The Modernization of the American Mind

Spring. 4 credits.

R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also Religious Studies 345) #

Fall. 4 credits.

R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis will be placed on religious pluralism.

HIST 359 American Families in Historical Perspective (also HDFS 359 and Women's Studies 357)

Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HDFS 359.

J. Brumberg.

This course provides an introduction to and overview of problems and issues in the historical literature on American families and the family life cycle. Reading and lectures demonstrate the pattern of American family experience in the past, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family deals with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students are required to do a major research paper on the history of their family, covering at least two generations, and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.

[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #

4 credits. Not offered 1993-94.

M. Roldán and D. Usner.]

[HIST 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) #

3 credits. Prerequisite: juniors and seniors, or permission of instructor. Next offered 1994-95.

N. Salvatore.

Examines the history of blacks in America from Emancipation through the experience of the first generation born after slavery, with a focus on the work experience. Topics will include the restructuring of work during Reconstruction; the relationship between work and black organizational developments; between black and white workers; and the nature of work in the agricultural south and in cities throughout the nation.]

[HIST 376 The African-American Workers, 1910-the present: Race, Work, and the City (also Industrial and Labor Relations 386)

3 credits. Prerequisite: juniors and seniors, or permission of instructor. Next offered 1994-95.

N. Salvatore.

This course will examine the history of blacks in America from the start of the Great Migration through the 1970s, with a focus on the work experience. Topics will include the effect of relationship between black and white workers as influenced by depression and two world wars; and an examination of the effect of the Civil Rights movement on the economic circumstances of black workers.]

HIST 411 Undergraduate Seminar in American Political History

Fall. 4 credits. Prerequisite: permission of instructor.

Offered in Cornell-in-Washington.

HIST 412 Undergraduate Seminar in Asian American History (also Asian American Studies 412)

Spring. 4 credits.

G. Okihiro.

A reading and research seminar that will cover various topics in Asian American history. The topic for spring semester 1993 will be the idea of the "yellow peril" in European and American thought.

HIST 414 Motivation of American Foreign Policy

Fall. 4 credits. Prerequisite: Permission of instructor.

W. LaFeber.

[HIST 415 The United States and Russia, 1780 to 1914 #

4 credits. Enrollment limited to 16 students. Primarily for juniors and seniors. Prerequisite: permission of instructor. Not offered 1993-94.

W. LaFeber.]

[HIST 416 Six Americans #

4 credits. Not offered 1993-94.

F. Somkin.]

[HIST 418 Undergraduate Seminar in the History of the American South

4 credits. Not offered 1993-94.

J. H. Silbey.]

HIST 419 Seminar in American Social History

Spring. 4 credits. Prerequisite: permission of instructor.

S. A. Blumin.

Topic for 1994: Politics and everyday life in nineteenth-century America: an inquiry into

the meanings of politics and political participation in an expanding democracy.

[HIST 421 Communication, Competition, and Social Control in American Life

4 credits. Prerequisite: permission of instructor. Next offered 1994-95.

M. Kammen.

The topics in this undergraduate seminar will include the media, film, advertising, tourism, sports, etiquette, organized crime, and social conflicts involving language.]

[HIST 426 Undergraduate Seminar in Early American History (also Women's Studies 426) #

4 credits. Not offered 1993-94.

M. B. Norton.]

[HIST 428 Undergraduate Seminar in American Frontier History #

4 credits. Not offered 1993-94.

D. H. Usner.]

HIST 429 Undergraduate Seminar in Indians of Eastern North America #
Spring. 4 credits.

D. H. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.

HIST 430 Undergraduate Seminar in Law and Authority in American Life

Fall. 4 credits. Limited enrollment.

F. Somkin.

Ours is a highly legalistic society, probably having more laws, rulings, hearings, re-hearings, trials, re-trials, appeals, decisions, and lawyers than any civilization in history. At the same time we are accustomed to a level of social violence known elsewhere only in the most murderously lawless environments. Obviously, a suffocating legalism and lives that are nasty, brutish, and short may coexist in an atmosphere of self-congratulation about the blessings of liberty. This course examines the nature of our legal system and its characteristic style of reasoning, with their underlying assumptions, myths, and illusions.

HIST 432 The City in History #

Fall. 4 credits. Prerequisite: permission of instructor.

S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America.

[HIST 439 Undergraduate Seminar in Reconstruction and the New South #

4 credits. Prerequisite: senior standing (in history) or permission of instructor. Next offered 1994-95.

M. Washington.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freedpeople. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.]

[HIST 440 Undergraduate Seminar in Recent American History (also Jewish Studies 450)

4 credits. Prerequisite: permission of instructor. Next offered 1994-95.

R. Polenber.

Topic: Benjamin N. Cardozo, and the American Judicial Tradition.]

[HIST 442 Popular Culture in the United States #

4 credits. Prerequisite: one year of course work in American history. Not offered 1993-94.

R. L. Moore.]

HIST 458 Female Adolescence in Historical Perspective (also Women's Studies 438 and Human Development and Family Studies 417) #

Fall. 3 credits.

J. Brumberg.

The changing nature of female adolescence in the United States is explored using nineteenth-century primary sources available in the Department of Manuscripts and University Archives and Olin Library and Mann libraries. Multidisciplinary readings and discussions are designed to uncover the nature of women's childhood, patterns of authority within the family, cultural attitudes toward sexuality, female friendships, courtship patterns, and rites of passage into adulthood.

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304)

4 credits. Open to juniors and seniors only with the permission of the instructor. Next offered 1994-95.

N. Salvatore.

The seminar will examine the interplay of race, ethnicity, and the urban industrial economy during this century. We will explore the urban African-American world, its changing composition, work experiences, and associational life and study the impact of such social and economic forces as world war, migration, and government policy on black urbanites. To enroll in the course, it is necessary to see Professor Salvatore during preregistration.]

HIST 486 Seminar on the 1960s

Spring. 4 credits.

T. Borstelmann.

This course will explore the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics will include the civil rights movement, the Great Society, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, the media, and the Nixon administration. A substantial research paper will be required.

HIST 500 Undergraduate Research Seminar (also American Studies 500)

8 credits each term.

J. H. Silbey and others.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

HIST 606 The United States since the Great Depression

Fall. 4 credits.

W. E. Leuchtenburg.

The main emphasis will be on the history of the modern presidency. The course will take

the form of weekly discussions, with readings averaging a book a week.

[HIST 608 African-American Women

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women and labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.]

[HIST 610 Afro-American Historiography

4 credits. Next offered 1994-95.

M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.]

HIST 613 Seminar on American Diplomatic History

Fall. 4 credits.

T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period. Discussion will focus on interpretive approaches to U.S. foreign policy and on U.S. relations with particular regions on the world since 1945. A research paper is required.

[HIST 614 Seminar on American Diplomatic History

4 credits. Not offered 1993-94.

T. Borstelmann.]

[HIST 615-616 Seminar in American Cultural and Intellectual History

4 credits. Not offered 1993-94.

F. Somkin.]

HIST 617 Seminar in American Cultural History

Fall. 4 credits.

R. L. Moore.

A reading and research seminar concerned with popular culture in nineteenth-century America.]

[HIST 618 Seminar in American Cultural History

Not offered 1993-94.

R. L. Moore.

A reading and research seminar concerned with popular culture in nineteenth-century America.]

[HIST 620 Seminar in American History

4 credits. Not offered 1993-94.

M. Kammen.]

[HIST 621 Seminar in Modern U.S. Cultural History

4 credits. Next offered 1994-95.

M. Kammen.

Topic: Culture and the State in Historical Perspective. How and why has the impact of government upon American culture changed during the twentieth century? Why do many nations have a ministry of culture, but not the U.S.? What kinds of controversies have attended cultural activities undertaken by the National Park Service, the F.C.C. and the N.E.A.?

HIST 624 Graduate Seminar in American Indian History

Fall. 4 credits.

D. H. Usner.

Major works in historiography are discussed, emphasizing their relationship to social science methods and theories and to other areas of American history. A research paper is required.

[HIST 626 Graduate Seminar in the History of American Women (also Women's Studies 626)]

4 credits. Not offered 1993-94.
M. B. Norton.]

[HIST 627 Graduate Seminar in Early American History]

4 credits. Not offered 1993-94.
M. B. Norton.]

[HIST 633 Seminar in Nineteenth-Century American History]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.
J. H. Silbey.]

HIST 634 Seminar in Nineteenth-Century American History

Spring. 4 credits.

J. H. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.

[HIST 640 Graduate Seminar in Recent American History]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.
R. Polenberg.]

HIST 683 Seminar in American Labor History (also ILR 783)

Fall. 3 credits.

N. Salvatore.

A reading and research seminar for graduate students emphasizing recent work in nineteenth- and twentieth-century labor and social history. A research paper is required.

[HIST 710 Colloquium in American History]

4 credits. Required of all first-year American history graduate students. Not offered 1993-94.

M. Kammen.

Examination of the major themes, epochs, and interpretations of American history.]

Latin American History

HIST 295 Colonial Latin America @ #

Fall. 4 credits.

M. Roldán.

Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, the establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

HIST 296 Latin America in the Modern Age @

Spring. 4 credits.

T. Holloway.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States-Latin American relations.

[HIST 347 Agrarian Societies in Latin American History @ #]

4 credits. Next offered 1994-95.

T. H. Holloway.

The development of rural patterns of wealth, status, and power, focusing on the role of country people in the larger society. Topics include disruption of the conquest, evolution from encomienda to hacienda, rise of plantation agriculture and export enclaves, decline of Indian communities, peasant protest, and land reform and development programs of the recent past.]

[HIST 348 Contemporary Brazil @]

4 credits. Next offered 1994-95.

T. H. Holloway.

With some historical background, the course focuses on the twentieth century. Topics include the export-led growth model, contradictions leading to military rule 1964-1985, transition to competitive politics, debt, ecology, regional and social disparities. Some comparisons are made to other Latin American countries.]

[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #]

4 credits. Not offered 1993-94.

M. Roldán and D. Usner.]

[HIST 424 Art and Politics in Twentieth-Century Latin America @]

4 credits. Prerequisite: permission of the instructor. (History 296 suggested.) Not offered 1993-94.

M. Roldán.]

HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also History 645)

Fall. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15.

M. Roldán.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the parochial restriction of rural society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture as frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other altruism and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate lower class bodies, beliefs and activities, and the emergence of populist politicians who challenged elite notions of comportment and participation in urban and national life.

HIST 449 Race and Class in Latin American History

Fall. 4 credits. Prerequisite: permission of instructor.

T. Holloway.

This seminar focuses on ethnic interaction and class formation in the historical development of Latin American societies considering the roles of Native Americans, Europeans, and Africans. Each unit will be approached as an analysis of the historical origins of contempo-

rary patterns, and comparisons will be made among units, in a search for underlying and overarching themes.

[HIST 475 Bandits, Deviants, and Rebels in Latin America @]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

M. Roldán.]

HIST 645 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America 1880-1950 (also History 445)

Fall. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15.

M. Roldán.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the parochial restriction of rural society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture as frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other altruism and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate lower class bodies, beliefs and activities, and the emergence and participation in urban and national life.

[HIST 649 Seminar in Latin American History]

Next offered 1993-94.

T. H. Holloway.]

African History

[HIST 390 Southern African History @ #]

4 credits. Next offered 1994-95.

G. Okihiro.

Southern African history from foundations to union, or from the earliest human inhabitants to 1910. Major themes will include the peopling of southern Africa, interaction and change among the San, Khoikhoi, and Bantu-speaking peoples, the arrival and expansion of Europeans, African state systems, and the economic transformation of the 1870s and 80s leading to the South African war and union.]

Asian History

HIST 190 Introduction to Asian Civilizations @ #

Spring. 4 credits.

J. R. Piggott, D. K. Wyatt.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.

HIST 191 Introduction to Modern Asian History @

Fall. 4 credits.

R. Ahmed, J. V. Koschmann, and T. Shiraishi.

The history of Asia in modern times, focusing on the nineteenth- and twentieth-century history of major Asian countries/regions—Indian subcontinent, Island Southeast Asia (especially Indonesia), China, and Japan—in a

larger, world and regional, historical perspective. English translations of memoirs, novels, short stories, and other documents are used to assess Asian perspectives, priorities, and ideas.

HIST 250 Colonial South Asia, 1793-1947: Social and Political Foundations @

Fall. 4 credits.

R. Ahmed.

A survey of the social and political history of South Asia in the nineteenth and twentieth centuries. The course will concentrate on the social and political foundations of the three major South Asian countries—India, Pakistan, and Bangladesh—during the colonial period with particular focus on the role of the masses in the anticolonial struggle. It will emphasize the nature of response and reaction to colonial rule by the different classes and communities in the subcontinent and will explore how they interacted with each other and joined hands in the common struggle for freedom. It will conclude with some reflections on the recent social and political developments in the three countries.

[HIST 243 China and the West before Imperialism @ #

3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor. Limited to 15 students. Not offered 1993-94.

C. A. Peterson.]

HIST 293 History of China up to Modern Times @ #

Fall. 4 credits.

C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

HIST 294 History of China in Modern Times @

Spring. 4 credits.

J. Cody.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization and political unity.

HIST 297 Premodern Japan: Historical Perspectives @ #

Fall. 4 credits.

J. R. Piggott.

This course explores the premodern civilization of Japan from a variety of historical perspectives. A textbook, readings from primary sources and literature, several historical essays, and a catalog of art treasures will be assigned. Students gain familiarity with the high points of premodern Japanese history and consider a number of comparative questions about Japan's premodern evolution compared with that of other parts of the world. (Graduate students should enroll in History 497. They will attend the lectures of History 297 and participate in their own colloquium.)

HIST 298 State, Society, and Culture in Modern Japan @

Spring. 4 credits.

J. V. Koschmann.

A survey of Japan from the mid-eighteenth century to the present, with special attention to changing configurations of institutional

structure, knowledge, action, and conceptions of history. Japanese works in translation will be read and discussed in addition to secondary sources.

[HIST 326 From Medieval to Early Modern in Japan

4 credits. Not offered 1993-94.

J. R. Piggott.]

HIST 352 The Past as Prelude? Japan in Asia, Germany in Europe (also Government 396)

Fall. 4 credits.

P. Katzenstein, V. Koschmann, T. Shiraishi. As capitalist "late developers" that turned to facism and militarism, were defeated and occupied by the Allies after World War II, and grew rapidly into affluent democracies in the postwar era, Germany and Japan have also both come to assume problematical positions of economic leadership among former enemies in Europe and Asia. By investigating, in parallel, the history and current circumstances of each nation's interaction with its neighbors, the course poses timely questions related to national identity, political and economic conflicts, and regionalism in changing international environments.

[HIST 360 Early Warfare, East and West #

4 credits. Next offered 1994-95.

For description see Comparative History.]

[HIST 393 Images of Humanity in Medieval China (also Society for the Humanities 425)] @ #

4 credits. Permission required. Next offered 1994-95.

J. R. McRae and C. A. Peterson.

For description see Comparative History.]

HIST 395 Southeast Asia to the Eighteenth Century @ #

Fall. 4 credits.

D. K. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in primary sources.

[HIST 396 Southeast Asian History from the Eighteenth Century @

4 credits. Next offered 1994-95.

T. Shiraishi.

A survey of the modern history of Southeast Asia with special attention to the formation of modern states (colonial as well as national), changing economic and social structure, and consciousness. Primary texts will be read in translation whenever feasible.]

HIST 417 Islam in South Asia (also Near Eastern Studies 453 and Religious Studies 417) @ #

Fall. 4 credits.

R. Ahmed.

This course will examine the dominant features of South Asian Islam, including the nature of beliefs and practices, the rituals and institutions in their different local contexts. One of the major objects of this course is to demonstrate that Islam never functioned as a monolithic system in South Asia and developed its own traditions in different local contexts, which did not necessarily conform to the orthodox interpretations by the ulema. It will conclude with a consideration of the major Islamic movements in South Asian Islam in more recent times.

HIST 420 The Tale of Genji in Historical Perspective: Japan in the Year 1000 @ #

Spring. 4 credits.

J. R. Piggott.

The tale of Genji is a classic of premodern Japanese literature and is often cited as the earliest novel in world literary history. It was written by a female courtier, Murasaki Shikibu, around the year 1000 A.D. The *Tale* provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were in the making. Additional readings provide insight into the countryside beyond the capital as well.

[HIST 423 Seminar in Premodern Japanese History: Rise of the Samurai—Warrior Government and Culture in Japan @ #

4 credits. Not offered 1993-94.

J. R. Piggott.]

HIST 434 The Social and Religious Movements in Colonial India @

Spring. 4 credits.

R. Ahmed.

A study of the social and religious movements in colonial South Asia, which arose as a response and reaction to British Rule in the subcontinent. These movements were not confined to the elite or to any particular community, but touched almost every section of the Indian society. Although these movements were basically social and religious in character, in reality many of these had specific political objectives and influenced the nature and course of the anticolonial struggle. We will concentrate on specific movements and examine the social and economic background of their participants and their programs and strategies. We also explore how these movements created conditions for communal polarization by transforming the attitudes of the masses towards each other on a communal basis.

[HIST 460 Seminar in Islamic History: Muhammad and the Rise of Islam (also Near Eastern Studies 418 and Religious Studies 418)] @ #

4 credits. Not offered 1993-94.

D. Powers.]

[HIST 466 The Taiheikō: A Japanese Epic as History and Literature (also Society for the Humanities 426)] @ #

4 credits. Not offered 1993-94.

J. Piggott, K. Selden.]

HIST 479 South Asia since 1947 @

Spring. 4 credits.

R. Ahmed.

The British left India in 1947 but did not take with them the colonial structure built over two hundred years of their rule in the subcontinent. The indigenous elites, including leaders such as Gandhi, Nehru, and Jinnah, who took over reins of the new states, were themselves the products of the colonial system and did not envisage any basic change in the structure of the states even after independence. They also had to address themselves to the pressing social and economic problems faced by the new states and satisfy the rising expectations of the new elites and also of the people. How far did they succeed? Did their attempts make any major break with the past? We will concentrate on the social, economic, and political developments in the three major countries of South Asia—India, Pakistan, and Bangladesh—in the post-colonial period and

will examine the nature of changes that have shaped the history of region since 1947.

[HIST 489 Undergraduate Seminar in Modern Japanese History @

4 credits. Prerequisites: History 298 (formerly 398) or equivalent, and permission of instructor. Not offered 1993–94.

J. V. Koschmann.]

[HIST 491 Modern Japanese Studies: The Formation of the Field in History and Literature (also Asian Studies 491)]

4 credits. Next offered 1995–96.

V. Koschmann and N. Sakai.

The course will provide both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized and maintained, and the relationship between "Japan" as object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.]

[HIST 492 Undergraduate Seminar in Medieval Chinese History @ #

Fall. 4 credits. Prerequisite: History 293 or permission of instructor.

C. A. Peterson.

Topic for fall 1993: the Individual and the State in Medieval China.

[HIST 493 Self and Society in Late Imperial and Twentieth-Century China @

4 credits. Prerequisite: History 191 or 394 or permission of instructor. Not offered 1993–94.

S. Cochran.]

[HIST 494 The Japanese in Asia @

4 credits. Next offered 1994–95.

J. V. Koschmann, T. Shiraishi.

Japanese perceptions of Asia and Japan's economic, cultural, and political relations with the countries of East and Southeast Asia since the nineteenth century.]

[HIST 495 Japanese Kingship in Comparative Perspective @ #

4 credits. Not offered 1993–94.

J. R. Piggott.]

[HIST 497 Colloquium in Premodern Japanese History @ #

Fall. 4 credits.

J. R. Piggott.

This graduate course explores the premodern civilization of Japan from a variety of historical perspectives. Students will attend History 297 lectures and participate in a special weekly colloquium.

[HIST 499 Problems in Modern Chinese History (also History 694) @

Spring. 4 credits. Prerequisite: History 294 or permission of instructor.

S. Cochran.

This course gives each student an opportunity to select one research topic and work on it

throughout the semester. Knowledge of Chinese and other foreign languages is not required, but background in Chinese studies is needed. Topic for 1993–94: Republican China, 1912–1949.

[HIST 691 Chinese Historiography and Source Materials

4 credits. Prerequisite: permission of instructor. Next offered 1994–95.

C. A. Peterson.]

[HIST 693 Problems in Modern Chinese History

Fall. 4 credits. Prerequisite: permission of instructor.

S. Cochran.

[HIST 694 Problems in Modern Chinese History (also History 499)]

Spring. 4 credits. Prerequisite: permission of instructor.

S. Cochran.

[HIST 695 Early Southeast Asia: Graduate Proseminar

Fall. 4 credits.

D. K. Wyatt.

Introduction to the history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 395, and they will meet separately as a group to further explore selected topics.

[HIST 696 Modern Southeast Asia: Graduate Proseminar

4 credits. Next offered 1994–95.

T. Shiraishi.

Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.]

[HIST 697 Seminar in Southeast Asian Paleography

4 credits. Not offered 1993–94.

D. K. Wyatt.]

[HIST 791 Seminar in Medieval Chinese History

Fall. 4 credits. Prerequisite: permission of instructor.

C. A. Peterson.

[HIST 793–794 Seminar in Modern Chinese History

793, fall; 794, spring. 4 credits each term.

Prerequisite: permission of instructor. Not offered 1993–94.

S. Cochran.]

[HIST 795 Seminar in Modern Southeast Asian History

Fall. 4 credits. Permission of the instructor.

T. Shiraishi.

The seminar examines nineteenth- and twentieth-century southeast history. Organizational meeting on Wednesday, 2:30–4:00 in the first week.

[HIST 796 Seminar in Southeast Asian History

Spring. 4 credits. Prerequisite: reading knowledge of relevant languages.

D. K. Wyatt.

Topic for 1994: Empires Large and Small, A.D. 1300–1800.

[HIST 798 Seminar in Japanese Thought

Spring. 4 credits. Prerequisite: reading knowledge of Japanese.

J. V. Koschmann.

Near Eastern History

[HIST 248 Islamic History: 1258–1914 (also NES 258 and Religious Studies 258) @ #

Spring. 3 credits.

L. Peirce.

This course will survey the major developments in Islamic social, political, and cultural history from the Mongol conquest until modern times. We will examine the impact of nomadic invasions and steppe culture on sedentary society in the Middle East and the rise of the great states characteristic of the post-Mongol period. We will also analyze the categories that have traditionally been used to define social structure in Islamic society. Throughout we will be concerned with contacts with Europe and will examine the validity of the model of the "rise" of the West and the "decline" of the Islamic world. The course will conclude by looking at colonialism and the rise of nationalism as background to current issues in the Middle East.

[HIST 254 Islamic History: 600–1258 (also NES 257 and Religious Studies 257)]

Fall. 3 credits.

D. Powers.

A survey of Islamic History from the lifetime of the Prophet to the Mongol conquest of Baghdad. Topics to be covered will include the emergence of Islam as a major world religion; the impact of the Arab conquests on the Mediterranean world; political, military, and cultural contacts between the Islamic Near East and Western Europe.

[HIST 280 Gender and Society in the Muslim Middle East (also NES 281, Religious Studies 281, and Women's Studies 281)]

Fall. 3 credits.

L. Peirce.

This course examines conceptions in gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, social hierarchies and family structure, sexuality, and the problem of Western perceptions of Muslim society. Although attention will be given to gender issues in the contemporary Middle East, the course focuses on the historical roots of present-day social configurations. Readings include primary sources in translation; visual materials (slides, movies) form an integral part of the course.

[HIST 378 Between Islam and the West (also NES 354)]

Spring. 4 credits. Enrollment limited to 25 students.

D. Menashiri.

Iranian culture and history have often been characterized by their immense ability to absorb and synthesize different and often conflicting forces. Since the coming to power of the Qajar dynasty (1786–1925)—with the gradual increase of Iran's contact with the West—Iran became an arena of growing western influence, reaching its climax with the rapid modernization and westernization under the Pahlavi regime (1925–1979). Westernization was seen, by policymakers and intellectuals as the cure for Iranian problems. Since the 1960s, this trend was reversed and the return to Islam and rejection of the West were offered as the only way for salvation. These

new influences serve as a background against which to study and assess the response of various social and political groups culminating in the Islamic Revolution of 1979. Delving into the roots of the Islamic Revolution (social, economic, political, cultural, ideological, etc.), the course will focus on the characteristics of Islamic radicalism in Iran and, finally, will assess the nature of the Islamic regime, its ideology and politics in the tension between the interests of the state and the ideology of the Islamic Revolution and between the need to absorb western technology but reject western culture and political influence.

HIST 437 Sexuality, Society, and the State in the Near East (also NES 456 and Women's Studies 455)

Spring. 4 credits.

L. Peirce.

A seminar focusing on the ways in which social practice and the needs of the state have interacted to shape norms of sexual behavior and categories of gender and sexual identity. Topics will include sexuality and gender as components in Islamic monarchy; the ways in which society has resisted the state's attempts to define and control sexuality; and the role of sexuality and gender roles in current political and social debates in the Near East. Special attention will be paid to the role of the legal process in mediating the contending forces of the state and society.

HIST 446 Ottoman History, 1300-1923 (also NES 458)

Fall. 4 credits.

L. Peirce.

The Ottoman empire at its height included much of southeastern Europe, the Near East, and North Africa; its population was made up of people of a variety of ethnic and religious identities. This course will survey the history of the empire from its beginnings in the late thirteenth century until its collapse in World War I. We will begin by examining the political institutions and social structure of the early modern empire. We will then consider issues of modernization and decline in the context of Ottoman interaction with Europe in the eighteenth and nineteenth centuries. The course will conclude by considering the empire's disintegration as background to the twentieth-century history of its successor states; each student will select an area of the empire to examine in depth.

Ancient European History

HIST 151 Introduction to Western Civilization (also Science and Technology Studies 151) #

Fall. 4 credits.

B. Strauss.

History 151 deals with the political, social, economic, cultural and intellectual development of Europe and the Ancient Near East from the dawn of civilization to the Reformation. Readings are selected from original sources (in translation) and accounts by modern historians.

[HIST 265 Ancient Greece from Homer to Alexander the Great #

4 credits. Open to freshmen. Next offered 1995-96.

B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the

city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

[HIST 268 A History of Rome from Republic to Holy City #

4 credits. Open to freshmen. Next offered spring 1995.

B. Strauss.

A survey of Rome from the founding of the Republic to the end of the Western Empire. The focus is on the Roman conquest of the Mediterranean world and on the cultural reconquest of Rome by the vanquished. Roman politics, peasant society, Imperialism, and propaganda are the main topics of the first half. The government of the Caesars, society during the Roman peace, and the fertile interaction of Romans, Jews, and Greeks that produced Christianity are the main topics of the second. Readings in translation include Cicero, Polybius, Livy, Tacitus, Plutarch, and Saint Augustine.]

[HIST 452 The Tragedy of Classical Athens, 462-404 B.C. #

4 credits. Prerequisite: History 265 or permission of instructor. Next offered 1994-95.

B. Strauss.

The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

[HIST 453 Crisis of the Greek City-State, 415-336 B.C. #

4 credits. Prerequisite: History 266 or permission of instructor. Not offered 1993-94.

B. Strauss.]

[HIST 455 The Family and Politics in Ancient Greece and Rome #

4 credits. Prerequisite: History 265, 268, or 461 or permission of instructor. Not offered 1993-94.

B. Strauss.]

[HIST 461 The Greco-Roman World in Late Antiquity and Early Byzantine Times, A.D. 306-565 #

Next offered 1995-96.]

HIST 630 Topics in Ancient History

Fall. 4 credits.

B. Strauss.

Topic for 1993: Thucydides and the Peloponnesian war.

Medieval, Renaissance, and Early Modern European History

HIST 152 Introduction to Western Civilization #

Spring. 4 credits.

For description see Modern European History.

[HIST 257 English History from Anglo-Saxon Times to 1485 #

4 credits. Not offered 1993-94.

P. R. Hyams.]

[HIST 259 The Crusades #

4 credits. Not offered 1993-94.

P. R. Hyams.]

HIST 263 The Earlier Middle Ages (also Religious Studies 263) #

Spring. 4 credits.

J. J. John.

A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

HIST 264 The High Middle Ages #

Fall. 4 credits.

P. R. Hyams.

A survey of medieval civilization 1100-1450, dealing with political, economic, religious, and intellectual developments in Western Europe. Lectures and class discussions.

HIST 349 Tudor and Stuart England #

Fall. 4 credits. Enrollment limited to 30.

R. Weil.

The political, religious, social, and cultural history of England in the sixteenth and seventeenth centuries. Readings will be mostly primary sources.

[HIST 350 The Italian Renaissance #

4 credits. Next offered 1994-95.

J. M. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the crisis of the communes in the time of Dante and Marsilius, through the several stages of Italian humanism from Petrarch to Alberti to Pico, down to the generation of Machiavelli and Castiglione. The course will seek to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, learning, culture, language, and the role of intellectuals in politics and society. Emphasis will be placed on the close reading of primary sources and on issues of interpretation.]

HIST 351 Machiavelli #

Spring. 4 credits.

J. M. Najemy.

This course will present Machiavelli in a variety of historical and interpretive contexts. European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512-13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the remarkable generation of political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis will be placed on a close reading of the major works (include the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.

HIST 361 Renaissance Culture I (also History of Art 350 and Comparative Literature 361)

Fall. 4 credits.

C. Lazzaro, J. Najemy.

An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Using the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics,

gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, Pietro Aretino, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Durer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

HIST 364 The Culture of the Renaissance II (also Comparative Literature 362 and English 325)

Spring. 4 credits.

C. Kaske, W. Kennedy.

Members of various departments will lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lecturers will include Peter Dear, history; Esther Dotson, history of art; Mark Jarzombek, history of architecture; and Neal Zazlaw, music. Lectures and discussion will introduce different methods of interpretation and of historical analysis. Written requirements: two short papers and a final take-home examination.

HIST 365 Medieval Culture, 400-1150 (also Religious Studies 365) #

Spring. 4 credits. Prerequisite: History 263 or permission of instructor.

J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.

[HIST 366 Medieval Culture, 1100-1300 #

4 credits. Prerequisite: History 264 or permission of instructor. Spring 1995.

J. J. John.

The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.]

HIST 368 Marriage and Sexuality in Medieval Europe #

Spring. 4 credits.

P. R. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.

[HIST 369 The History of Florence in the Time of the Republic, 1250-1530 #

4 credits. Not offered 1993-94.

J. M. Najemy.]

[HIST 371 History of England under the Tudors and Stuarts #

4 credits. Not open to freshmen except by permission of instructor. Not offered 1993-94.]

HIST 374 War, Trade, and Empire, 1500-1815 #

Spring. 4 credits.

D. A. Baugh.

Maritime enterprise, imperial policy, and naval power in the age of expansion. The rise and decline of the Portuguese and Spanish empires are considered, but the emphasis is on English, French, and Dutch rivalry in the Atlantic and Caribbean.

HIST 377 Gender in Early Modern Europe (also Women's Studies) @ #

Spring. 4 credits. Enrollment limited to 30.

R. Weil.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution? Readings include both primary and secondary sources.

[HIST 405 Population and History

Not offered 1993-94.]

[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 #

4 credits. No prerequisites; History 263 or 264 would help. Not offered 1993-94.

P. R. Hyams.]

[HIST 409 Seminar on Work in Europe and America

4 credits. Not offered 1993-94.

For description see Comparative History.]

HIST 427 Power and Society in Early Medieval Europe and Japan

Fall. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor.

P. Hyams, J. Piggott.

This seminar will focus on structures, processes, and practices of society in early medieval Europe and Japan. It will provide a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We will also be interested in comparing historiographical methodologies employed and issues considered by historians of these societies.

The nature of power and authority and characteristic organizational practices, including kingship, land tenure, status systems, and religious and military structures; the formation of ideology through art, ritual, literature, and law; and various means of linking center and periphery in these societies will be topics for discussion.

[HIST 436 Conflict Resolution in Medieval Europe #

4 credits. Not offered 1993-94.

P. R. Hyams.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #

Not offered 1993-94.]

[HIST 461 The Greco-Roman World in Late Antiquity and Early Byzantine Times, A.D. 306-565 #

4 credits. Prerequisite: History 263, 265, or 268 or permission of instructor. Next offered 1995-96.

B. Strauss.]

[HIST 468 Undergraduate Seminar in Renaissance History #

4 credits. Next offered 1994-95.

J. M. Najemy.

A comparative critical examination of the major European theorists of politics and the idea of the state from the interpreters of Aristotle in the thirteenth and fourteenth centuries, chiefly Marsilius of Padua, to the fifteenth-century civic humanists, and to Machiavelli and other sixteenth century writers. Readings include both primary texts and secondary criticism.]

[HIST 469 Emergence of the English State, 1530-1730 #

4 credits. Not offered 1993-94.

D. Baugh.]

[HIST 473 History of Sexuality #

Not offered 1993-94.]

HIST 481 The English Revolution #

Spring. 4 credits.

R. Weil.

Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course will explore the political, cultural, religious and social dimensions of the English Revolution, using mostly primary sources.

HIST 496 Theorizing the Public Sphere (also Comparative Literature 496 and German Studies 496)

Fall. 4 credits.

P. Hohendahl.

The recent translation of Jurgen Habermas's *The Structural Transformation of the Public Sphere* into English has renewed the debate about the nature and significance of the public and publicity, about public communication and the media. This discussion has centered around the history of the public sphere in modern society and its relevance for contemporary culture and politics. The seminar discussion will deal with contemporary as well as historical topics, among them the significance of class, gender, and race for the construction of the public sphere, the possibility of shared cultures in advanced industrial societies, and the character of public communication under the conditions of the new media. The reading will focus on three seminal texts, namely Hannah Arendt's *The Human Condition* (1958), Jurgen Habermas's *The Structural Transformation of the Public Sphere* (1962), and Oskar Negt's/Alexander Kluge's *Public Sphere and Experience* (1972). The discussion will also include readings from Richard Sennett and Reinhart Koselleck. Finally, special attention will be given to the recent debate about the history and function of the public sphere, which was collected in Craig Calhoun's volume *Habermas and the Public Sphere* (1992) with contributions (among others) by Thomas McCarthy, Nancy Fraser, Mary P. Ryan, Geoff Eley, and Jurgen Habermas.

HIST 651 Old English Literature in Its Historical Context

Spring. 4 credits.

T. D. Hill, P. R. Hyams.

This graduate course, cross-listed with English 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History*, and *Battle of Maldon* and Aelfric's *Colloquies*, and selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies and wisdom literature will all come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.

[HIST 653 Medieval England-Britain-Europe

4 credits. Not offered 1993-94.

P. R. Hyams.]

[HIST 663 Graduate Seminar in Renaissance History

4 credits. Open to undergraduates with permission of instructor. Not offered 1993-94.

J. M. Najemy.]

HIST 664-665 Seminar in Latin Paleography

664, fall; 665, spring. 4 credits each term.

J. J. John.

[HIST 666 Seminar in Medieval History

4 credits. Not offered 1993-94.

J. J. John.]

[HIST 670 Political Culture in Early Modern Europe @ #

4 credits. Not offered 1993-94.

R. Weil.]

Modern European History**HIST 152 Introduction to Western Civilization (1600 to the end of World War II) (also Science and Technology Studies 152)**

Spring. 4 credits.

Staff.

History 152 is offered in two distinct sections: A small number of papers is required in which the student will enjoy the pleasure of putting historical data together into a satisfying interpretive whole. Readings include a number of novels that cast light upon various periods or events, as well as original documents and interpretations by professional historians. History 151 is not a prerequisite for History 152, although it is recommended.

[HIST 218 The Russian Military Effort and Foreign Policy #

3 credits. Not offered 1993-94.

W. M. Pintner.]

HIST 229 A History of European Childhood #

Fall. 4 credits.

N. Karwan Cutting.

Surveys the history of childhood in Europe from the mid-seventeenth century to the present. Comparisons are made across Western, Eastern, and Mediterranean European Societies. The course delineates those cultural, demographic, religious, political, and economic factors that shaped

childhood, both in periods of transition and in times of violent instability. Changing perceptions of childhood are treated in the context of, for example: religious conflict, urbanization, developments in science and technology, war, and occupation. (All readings are in English.)

HIST 242 Europe since 1789 #

Fall. 4 credits.

M. P. Steinberg.

An introduction to major themes, problems, and interpretations in the making of modern Europe from the industrial and French revolutions of the late eighteenth century to the collapse of the Soviet Union and the second unification of Germany in 1989-90. Focus is on the varying forms of revolution and political movements, on the interaction of politics and culture, on the interplay of public and private life. Readings include primary works in social and political theory as well as literature.

[HIST 252 Russian History to 1800 #

4 credits. Next offered 1994-95.

W. M. Pintner.

The origin and development of the fundamental social, political, economic, and cultural institutions that have determined the nature of contemporary Russian society.]

HIST 253 Russian History since 1800 #

Spring. 4 credits. First preference will be given to students who have taken History 252 if enrollment is limited.

W. M. Pintner.

Nineteenth- and twentieth-century Russia, with emphasis on the major social, political, and economic changes that have transformed Russia since the mid-nineteenth century.

[HIST 258 English History from the Revolution of 1688 to the Present #

4 credits. Not offered 1993-94.

D. A. Baugh.]

[HIST 290 The History of the Soviet Union

4 credits. Not offered 1993-94.]

[HIST 353 Nineteenth-Century European Intellectual History #

4 credits. Next offered 1994-95.

D. LaCapra.

The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; and the relation between literature and social thought. Readings include Tocqueville, Mill, Hegel, Marx, Stendhal, Flaubert, Dostoevsky, Nietzsche, and Durkheim.]

[HIST 354 Twentieth-Century European Intellectual History (also Comparative Literature 340)

4 credits. Not offered 1993-94.

D. LaCapra.]

[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries #

4 credits. Next offered 1994-95.

S. L. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

[HIST 356 The Era of the French Revolution and Napoleon #

4 credits. Next offered 1994-95.

S. L. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.]

HIST 357 Survey of German History, 1648-1890 #

Fall. 4 credits. Open to freshmen with permission of instructor.

I. V. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, and the struggle for unification, to the beginning of the modern industrial state.

[HIST 358 Survey of German History, 1890 to the Present

4 credits. Open to freshmen with permission of instructor. Next offered spring 1995.

I. V. Hull.

The "German problem" is examined. Major topics include tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918-1919; unstable Weimar democracy and the rise of nazism; the Nazi state; World War II; and the two Germanies.]

[HIST 362 European Cultural History, 1815-1870 #

4 credits. Not offered 1993-94.

M. P. Steinberg.]

[HIST 363 European Cultural History, 1870-1945

4 credits. Next offered spring 1995.

M. P. Steinberg.]

[HIST 379 War and Society: The Origins of the First World War, 1870-1919 #

4 credits. Open to freshmen with permission of instructor. Not offered 1993-94.

I. V. Hull, W. M. Pintner, D. Baugh.]

[HIST 380 Social History of Western Technology

4 credits. Not offered 1993-94.

For description see History of Science.]

[HIST 383 Europe, 1900-1945

4 credits. Not offered 1993-94.

J. H. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.]

HIST 384 Europe, 1945-1968

Fall. 4 credits.

J. H. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative

study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposition movements in Eastern Europe, and the general upheaval of 1968.

HIST 385 Europe in 20th Century: 1968-1990

Spring. 4 credits.

J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics will include the effects of economic downturn in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.

[HIST 405 Population and History

4 credits. Not offered 1993-94.]

HIST 406 The People in the French Revolution #

Spring. 4 credits.

S. L. Kaplan.

The Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course will focus on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It will examine the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme will be the tension between the ambitions to achieve liberty and equality.

[HIST 409 Seminar on Work in Europe and America

4 credits. Not offered 1993-94.

For description see Comparative History.]

[HIST 435 Collective Action and Politics in Modern Europe (also Government 435)]

4 credits. Not offered 1993-94.

S. L. Kaplan, S. Tarrow.]

[HIST 441 Seminar in the European Enlightenment #

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

I. V. Hull.]

[HIST 450 Seminar in European Imperialism #

4 credits. Open to upper-level undergraduates. Prerequisite: permission of instructor. Not offered 1993-94.

I. V. Hull.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #

4 credits. Not offered 1993-94.]

[HIST 456 Seminar in European Cultural History

Spring. 4 credits. Not offered 1993-94.

M. P. Steinberg.]

[HIST 457 Seminar in European Fascism

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

I. V. Hull.]

[HIST 459 The Making of the English Ruling Class #

4 credits. Not offered 1993-94.

D. A. Baugh.]

HIST 464 Russian Social History #

Spring. 4 credits. Prerequisite: one semester of Russian history or permission of instructor.

W. M. Pintner.

Examines the development of major social groups throughout Russian history in the sixteenth and twentieth centuries and compares them to similar groups in other societies.

HIST 467 Seminar in Modern European Political History

Spring. 4 credits.

J. H. Weiss.

Topic for 1994: The Politics of the European Past. The course will investigate the role of historical memory and commemoration in contemporary European political history, with some attention to the American case, and considerable use of evidence from the cinema. How was public memory shaped by political conflict? How did events such as the French Revolution, Nazi genocide, and the antifascist Resistance become sites of the struggle to influence the present?

[HIST 470 Social and Cultural History of Contemporary Europe

4 credits. Prerequisite: one course on contemporary Europe or permission of instructor. Not offered 1993-94.

J. H. Weiss.

Topic: the "other Europe": language, culture, and nation among the minority peoples of Europe. A comparative investigation of the development of the cultural and historical identity of non-dominant European ethnic groups and their relation to the formation and policies of European national states: the Basques, the Welsh, the Catalans, the Bretons, the Occitans, the Gaelic Irish, the Faroese, the Gypsies, the Romansh, and others. The course will combine historical, literary, and sociolinguistic approaches.]

HIST 474 Topics in Modern European Intellectual History

Spring. 4 credits. Prerequisite: permission of instructor.

D. LaCapra.

Topic for 1994: Psychoanalysis and History.

[HIST 476 Documenting the Depression: Film, Literature, and Memory

4 credits. Prerequisite: permission of instructor. Next offered 1994-95.

J. H. Weiss.

Social and intellectual history of Britain and America in the 1930s with special attention to modes of documentary expression and to subjects lending themselves to treatment by film or oral history: work, popular culture, changes in urban and rural communities, family life, and poverty.]

HIST 477 Seminar on the Politics of the Enlightenment #

Spring. 4 credits.

S. L. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism,

and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.

[HIST 478 Seminar in Eighteenth-Century French Social History #

4 credits. Not offered 1993-94.

S. L. Kaplan.]

[HIST 480 Twentieth-Century Britain

4 credits. Open to sophomores, juniors, and seniors. Not offered 1993-94.

D. A. Baugh.

A seminar course, focusing on political and social history. The main emphasis is on the two world wars and their role in British economic and imperial decline. The course also looks at some great personages—Lloyd George, Churchill, and Bevin—and the major political and social transitions, taking departure from Edwardian era.]

[HIST 483 Seminar in Modern European Social History

4 credits. Not offered 1993-94.

J. H. Weiss.]

[HIST 485 The Historical Origin of the Post-Soviet Successor States

4 credits. Not offered 1993-94.

W. M. Pintner.]

[HIST 498 German Cultural and Social Theory, 1870-1945

4 credits. Prerequisite (for undergraduates): History 363 or instructor's permission. Not offered 1993-94.

M. P. Steinberg.]

HIST 605 Graduate Seminar in European Cultural and Intellectual History (also German Studies)

Fall. 4 credits.

M. P. Steinberg.

The topic this semester will be the construction of history, memory, and identity, among German Jewish intellectuals in the period of the Weimar Republic. Concentrated readings of Franz Rosenzweig, Walter Benjamin, Leo Strauss, and Ernst Kantorowicz, and possibly others according to student interest.

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also German Studies 635)]

4 credits. Anchor course. Next offered 1994-95.

P. U. Hohendahl.

The seminar will focus on Germany's entry into the modern age represented by authors such as Heine, Büchner, Feuerbach, and Marx. The course will deal with the cultural, political, and social consequences of the Enlightenment, among them the democratization of literature and culture, the politicization of philosophy, and the emancipation of underprivileged groups (women and working class). The readings will trace the formation of bourgeois culture and its contradictions as they are articulated by the writers of Young Germany, the Left Hegelians, and radical literati of the 1840s. In addition to the authors mentioned above, readings will be taken from the works of Bettina von Arnim, Börne, Grabbe, Hebbel, and Fanny Lewald.]

[HIST 655 Seminar in Eighteenth-Century British History]

4 credits. Not offered 1993–94.
D. A. Baugh.]

[HIST 656 Seminar in Nineteenth-Century British History]

4 credits. Not offered 1993–94.
D. A. Baugh.]

[HIST 661 Graduate Seminar in Twentieth-Century German History]

4 credits. Prerequisite: permission of instructor. Not offered 1993–94.
I.V. Hull.]

[HIST 671 Seminar in the French Revolution]

Not offered 1993–94.
S. L. Kaplan.]

[HIST 672 Seminar in European Intellectual History]

Fall. 4 credits.
D. LaCapra.

[HIST 673 Seminar in European Intellectual History]

Spring. 4 credits.
D. LaCapra.

[HIST 674 Graduate Seminar in German History, 1770–1918]

Fall and spring. 4 credits each term.
I. V. Hull.

This course explores selected topics in the political, social, and cultural history of Germany from 1770 to 1918. It is designed to introduce graduate students to the history and historiography of modern Germany and to allow those with sufficient preparation to pursue directed research during the semester.

[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and German Studies 675)]

4 credits. Next offered 1994–95.
P. U. Hohendahl.

The death of Theodor W. Adorno in 1969 marked the end of classical Critical Theory. During the following decade his students and disciplines moved in different and conflicting directions. In this country only the project of Jürgen Habermas has received serious and consistent attention. However, the German configuration of the 1980s is considerably more complex. The seminar examines the writings of H. M. Enzensberger, Habermas, O. Negt, A. Kluge, P. Bürger, A. Wellmer, and C. Dahlhaus. Their works range from the social and political theory to aesthetic theory, as well as literary and music criticism.]

[HIST 677 Seminar in Russian History]

Spring. 4 credits.

W. M. Pintner.

[HIST 678 Seminar in Modern European Social History]

4 credits. Not offered 1993–94.
J. H. Weiss.]

[HIST 679 Seminar in European Social History]

Not offered 1993–94.
S. L. Kaplan.]

[HIST 750 European History Colloquium]

Fall and spring. 4 credits, each term.
Fall: J. Najemy, B. Strauss; spring:
I. V. Hull, S. L. Kaplan.

A research colloquium designed for European history graduate students. The colloquium

will offer a forum for students to present papers and to discuss the work of visiting scholars.

Honors and Research Courses

Note: History 301–302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

HIST 301 Supervised Reading

Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor.

HIST 302 Supervised Research

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor.

HIST 400 Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register.

Fall: S. L. Kaplan; Spring: R. L. Moore.
An examination of major approaches to historical inquiry and analysis. Masterworks of historical writing (traditional as well as recent) will be discussed. There will be one short essay and a longer paper (a study of the work of one major historian). The readings will be drawn from all time periods and diverse cultures.

HIST 401 Honors Guidance

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

HIST 402 Honors Research

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

HIST 703–704 Supervised Reading

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students.

T. Holloway, R. Weil.

The course is designed to introduce entering graduate students to crucial issues and problems in historiography that cut across various areas of specialization.

HISTORY OF ART

C. Lazzaro, chair; L. L. Meixner, director of undergraduate studies; K. Barzman, J. E. Bernstock, R. G. Calkins, H. Foster, P. I. Kuniho, S. J. O'Connor, A. Ramage, S. Reiss, M. W. Young

The visual arts—painting, sculpture, and architecture—are a principal mode of human expression. Art historians investigate works of art to understand them in their artistic, historical, and cultural contexts. Courses offered by the department cover the mainstream of Western art (Classical, Medieval, Renaissance, Baroque, and nineteenth and twentieth century) and non-Western art, including that of East and Southeast Asia. Art history is an integral part of interdisciplinary programs such as the Archaeology Program,

the East Asia Program, Medieval Studies, and the Southeast Asia Program.

Course offerings vary in scope from introductory courses designed to acquaint the student with the ways of seeing, discussing, and writing about works of art to advanced seminars that concentrate on more specialized topics. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and research assignments.

The Major

Students wishing to major in the history of art should complete two courses in the Department of History of Art by the end of their sophomore year. One of the two courses counted for entry to the major must deal with material that is predominantly before A.D. 1500, or in a non-western tradition. These courses are prerequisites for admission to the major but may not be counted toward fulfillment of the major requirements. Prospective majors should apply for admission to the director of undergraduate studies.

In their junior and senior years, majors work closely with their advisers to determine a course of study reflecting the global and chronological breadth of the history of art. Majors are strongly encouraged to take courses that will improve their foreign language and writing skills. They are also encouraged to take studio courses in the Department of Art, which are electives, and do not count toward the 30 credits required for the major. Beginning fall 1993, majors will be allowed to apply only eight study abroad credits toward the 30 required credits.

Completion of the major requires 30 credits in history of art courses, including: History of Art 400, typically taken in the junior year; two additional 400-level seminars; one non-Western art course. In addition to the 30 credits, the program must also include a minimum of two other courses in this department, or in a related field (in the Departments of Asian Studies, Classics, Comparative Literature, English, History) approved by their adviser.

Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and a cumulative average of B in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

Freshman Writing Seminars

For Freshman Writing Seminar offerings in the History of Art, see the John S. Knight Writing Program's special brochure. These courses may be used as freshman electives but not to satisfy the distribution requirement.

Courses

ART H 202 Survey of European Art: Renaissance to Modern

Summer only. 3 credits.

Staff.

The major traditions and movements in western European art from the Renaissance to the Moderns period. Painting, sculpture, and architecture.

ART H 220 Introduction to Art History: The Art of the Classical World (also Classics 220)

Spring. 3 credits.

A. Ramage.

The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

[ART H 221 Introduction to Art History: Minoan-Mycenaean Art and Archaeology (also Classics 221 and Archaeology 221)

3 credits. Note: Students may not obtain credit for both this course and Classics 319. Not offered 1993-94.

J. Coleman.]

[ART H 224 Archaeology in Action I (also Classics 232 and Archaeology 232)

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1993-94.

P. I. Kuniholm.]

[ART H 225 Archaeology in Action II (also Classics 233 and Archaeology 233)

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1993-94.

P. I. Kuniholm.]

ART H 230 Introduction to Art History: Monuments of Medieval Art

Spring. 3 credits.

R. G. Calkins.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

ART H 245 Introduction to Art History: Renaissance and Baroque Art

Fall. 3 credits.

S. Reiss.

A selective survey of European painting, sculpture, and architecture of the fifteenth through seventeenth centuries with an emphasis on important trends and developments. Some of the major artists considered include Jan van Eyck, Botticelli, Durer, Leonardo, Michelangelo, Bernini, Rembrandt, Poussin, and Velazquez. The styles and aesthetic concerns of these and other artists will be studied in relation to historical and cultural factors shaping the work of art such as patronage, politics, religion and economics. This course is committed to teaching students how to look at works of art and to improving writing skills.

ART H 260 Introduction to Art History: The Modern Era

Fall. 3 credits. Not open to students who have taken History of Art 261.

J. E. Bernstock.

A discussion of the most important developments in European art from 1780 to 1940. The emphasis is on major movements and artists such as Romanticism (Delacroix),

Realism (Courbet), Impressionism (Monet), Post-Impressionism (van Gogh, Cezanne), Cubism (Picasso), Fauvism (Matisse), and Surrealism (Miro).

ART H 261 Introduction to Art History: Modern Art

Summer only.

Staff.

An introduction to the major artists and masterpieces of the nineteenth and twentieth centuries, presented through lecture, video, and class discussion. Central figures include the Impressionists and the Cubists. Students also work with images on view at the Herbert F. Johnson Museum of Art.

ART H 262 Introduction to Art History: The Modern Era Seminar

Fall. 1 credit. Concurrent enrollment in Art H 260. Enrollment is limited.

Staff.

A weekly seminar that may be taken in conjunction with History of Art 260 to provide further exploration of selected developments in modern art. The class involves extensive discussion and a term paper related to the seminar topic.

ART H 265 Art from 1940 to the Present

Spring. 3 credits.

J. E. Bernstock.

Major artists and movements in the United States since 1940, beginning with Jackson Pollock and Abstract Expressionism, and continuing through recent developments in art. Attention is devoted to the critical reception that artists have received and to the artists' statements themselves.

ART H 267 Art from 1940 to the Present Seminar

Spring. 1 credit. Prerequisite: concurrent enrollment in Art H 265. Enrollment is limited.

Staff.

A weekly seminar that may be taken in conjunction with History of Art 265 to provide further exploration of selected developments in contemporary art. The class involves extensive discussion and a term paper related to the seminar topic.

[ART H 270 Introduction to Art History: American Art to 1945

3 credits. Not offered 1993-94.]

ART H 280 Introduction to Art History: Approaches to Asian Art @@

Fall. 3 credits.

S. J. O'Connor.

Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis rather than broad survey, the student will gain some familiarity with the Javanese shadow-puppet theater, high-fired ceramics, Chinese landscape painting, Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.

ART H 309 Dendrochronology of the Aegean (also Classics 309 and Archaeology 308)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students.

P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised

reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

ART H 312 Hispanic Aesthetics: Visual Vernacular (also HASP 312)

Fall. 3 credits.

C. Noriega, J. Piedra.

The course will deal with Hispanic expressions in the museum and the mainstream and would draw upon a multimedia installation of which Professor Noriega is co-curator at the Johnson Museum in the fall of 1993. The course will also explore the negotiation involved as artists transform vernacular forms and practices for museum and mainstream exhibition of contemporary Latino expressions in various art forms: installation, paintings, photography, video and cinema.

[ART H 320 The Archaeology of Classical Greece (also Classics 320)

4 credits. Prerequisite: History of Art 220 or Classics 220 or permission of instructor. Not offered 1993-94.

A. Ramage.]

ART H 322 Arts of the Roman Empire (also Classics 350)

Fall. 4 credits. Prerequisite: History of Art 220 or permission of instructor.

A. Ramage.

The visual arts in the service of the first world state. The course starts with the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine.

[ART H 323 Painting in the Greek and Roman World (also Classics 323)

4 credits. Not offered 1993-94.

A. Ramage.]

[ART H 325 Greek Vase Painting (also Classics 325)

4 credits. Not offered 1993-94.

A. Ramage.]

ART H 326 Greek Cities and Towns (also Classics 326)

4 credits. Prerequisite: History of Art 220 or Classics 220.

J. Coleman.

For description, see Classics 326.

ART H 327 Greek and Roman Coins (also Classics 327)

Spring. 4 credits.

A. Ramage.

The varied issues of Greek cities and the Roman state are examined. Coins are considered as art objects as well as economic and historical documents. The changes in design, value, and metals from the origins of coinage to the late Roman period are studied. Lectures, student presentations, and work with actual samples to prepare an exhibit for display in the Herbert F. Johnson Museum.

[ART H 328 Greeks and Their Neighbors (also Classics 322)

4 credits. Not offered 1993-94.

J. Coleman.]

[ART H 329 Greek Sculpture (also Classics 329)

4 credits. Not offered 1993-94.

J. Coleman.]

[ART H 332 Architecture in the Middle Ages (also Architecture 382)

4 credits. Not offered 1993-94.

R. G. Calkins.]

[ART H 333 Early Medieval Art and Architecture #

4 credits. Not offered 1993–94.
R. G. Calkins.]

[ART H 334 Romanesque Art and Architecture #

4 credits. Not offered 1993–94.
R. G. Calkins.]

[ART H 335 Gothic Art #

4 credits. Not offered 1993–94.]

[ART H 336 Prelude to the Italian Renaissance (also Religious Studies 336) #

4 credits. Not offered 1993–94.
R. G. Calkins.]

[ART H 337 The Medieval Illuminated Book #

4 credits. Not offered 1993–94.
R. G. Calkins.]

[ART H 341 Flemish Painting #

4 credits. Not offered 1993–94.]

[ART H 342 Medieval and German Renaissance Art #

4 credits. Not offered 1993–94.
R. G. Calkins.]

[ART H 343 Italian Renaissance of the Fifteenth Century #

4 credits. Not offered 1993–94.
C. Lazzaro.]

ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael #

Spring. 4 credits. Prerequisites: one or more of the following courses: History of Art 245, 343, 350, 351, or permission of the instructor.
S. Reiss.

A detailed examination of the art and architecture of these three great artists and of the cultural and historical environment in which they worked. The primary focus of the course will be works of art created by Leonardo, Michelangelo, and Raphael, but their writings will be studied as well. The importance of drawing for these artists will be stressed as will the profound impact of their art and thought on other sixteenth-century painters, sculptors and architects. The courses will emphasize conditions of patronage in Florence, Milan, and at the papal court in Rome. The results of recent conservation campaigns involving works by the three artists will be considered.

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century #

4 credits. Not offered 1993–94.
C. Lazzaro.]

ART H 350 The Culture of the Renaissance I (also History 361 and Comparative Literature 361) #

Fall. 4 credits. Each student must enroll in a section.

C. Lazzaro, J. M. Najemy.
An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Utilizing the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will

be to Italian history and culture but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, Pietro Aretino, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Durer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

ART H 351 The Culture of the Renaissance II (also Comparative Literature 362, English 325, and History 364) #

Spring. 4 credits.

C. Kaske, W. Kennedy.

For description, see Comparative Literature 362.

[ART H 354 European Painting of the Seventeenth Century #

4 credits. Not offered 1993–94.]

ART H 355 Art as Spectacle: The Roman Baroque

Spring. 4 credits. Prerequisite: History of Art 245 or permission of instructor.

K. Barzman.

Lectures and discussions will focus on the large-scale frescoes, public sculpture, and architecture of Baroque Rome (1580–1740). Emphasis will be placed on spectacular display, on the forms of address intended to guide and impress the viewer, and on the various institutions and individuals served by this kind of artistic production.

[ART H 357 European Art of the Eighteenth Century #

4 credits. Not offered 1993–94.]

[ART H 360 Painting and Everyday Life in Nineteenth-Century America (also American Studies 336) #

4 credits. Prerequisite: History of Art 245 or 361 or permission of instructor. Not offered 1993–94.

L. L. Meixner.]

[ART H 361 The Social History of Nineteenth-Century European Painting #

4 credits. Prerequisite: One of the following: History of Art 230, 245, 354, 360 or permission of instructor. Not offered 1993–94.

L. L. Meixner.]

ART H 362 Impressionism and Society

Fall. 4 credits. Prerequisite: One of the following: History of Art 230, 245, 354, 360 or permission of instructor.

L. L. Meixner.

This course discusses French Impressionism as it relates to nineteenth-century public life. Chief artists include Manet, Cassatt, Morisot, Degas, Pissarro, Monet, Seurat, Toulouse-Lautrec, and Van Gogh. Images are interpreted as cultural products of the Third Republic, with close attention to café and brothel society, middle-class leisure, *japonisme* and imperialism, workers' movements, and Le Bon's theory of crowds. Woven into historical discussions are more theoretical considerations of utopia, capital, pathology, and the public body. Overarching issues of class, gender, and power in urban Paris will be addressed through the writings of Baudelaire, Benjamin, Pollock, Jameson, and Zola.

[ART H 364 American Art 1900–1940

4 credits. Not offered 1993–94.]

[ART H 366 Problems in Modernism: "Primitivism"

4 credits. Prerequisite: History of Art 260 or permission of instructor. Not offered 1993–94.
H. Foster.]

ART H 367 Problems in Modernism: "High" and "Low" Culture (also Comparative Literature 366)

Fall. 4 credits. Prerequisite: History of Art 260 or permission of instructor.

H. Foster.

Never autonomous as such, "high" art is partly defined in relation to different "low" terms: folk, popular, mass, or commercial art. This course traces the symbiotic relationships between "high" and "low" art through its important modern and postmodern manifestations in the West. We will attend to formal devices (e.g., cubist collage, pop appropriations) as well as technological developments (e.g., mass production, electronic information), but our emphasis will be on critical models (e.g., Baudelaire on "modern life," W. Benjamin on "mechanical reproduction," C. Greenberg on "avant-garde and kitsch," T. J. Clark and G. Pollock on "myths of modernism," G. Debord on "spectacle," S. Sontag on "camp"). What social formations and sexual regimes underpin high/low distinctions? Are these distinctions somehow collapsed today?

ART H 370 Visual Culture and Social Theory (also Government 375 and Comparative Literature 368)

Spring. 4 credits.

H. Foster, S. Buck-Morss.

This course is designed as an introduction to some of the key concepts at work in the most innovative analyses of visual culture today—from new art histories through feminist critiques to cultural studies. Among other topics we will consider modern ideas of the aesthetic, Marxian and Freudian notions of the fetish, psychoanalytic accounts of the gaze, and feminist definitions of spectatorship in relation to sexuality. Lectures will include general expositions of such concepts as well as specific applications of them; there will also be section discussions.

ART H 371 Architectural History of Washington, D.C.

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects.

P. Scott.

A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism will be taught. Field trips required.

[ART H 376 Painting and Sculpture in America: 1850–1950

4 credits. Not offered 1993–94.]

ART H 380 Introduction to the Arts of China @#

Fall. 4 credits.

M. W. Young.

A one-semester introduction to the arts of China, this course will examine the visual arts of the world's oldest continuous civilization in a topical rather than strict chronological framework. The lectures will cover the major contribution the Chinese have made in the area of ritual bronzes, burial art, Buddhist

sculpture, pottery and porcelain, calligraphy and painting. A substantial part of the course will be devoted to the development of landscape painting, particularly in the later centuries of Chinese art. Sections for the course will meet in the Johnson Museum to examine original works from the museum's large Chinese collection.

[ART H 381 Buddhist Art in Asia @#]
4 credits. Not offered 1993-94.
S. J. O'Connor.]

[ART H 383 The Arts of Early China @#]
4 credits. Not offered 1993-94.
M. W. Young.]

[ART H 384 The Arts of Japan @#]
4 credits. Not offered 1993-94.
M. W. Young.]

[ART H 385 Chinese Painting @#]
4 credits. Prerequisite: History of Art 383.
Not offered 1993-94.
M. W. Young.]

[ART H 386 Art of South Asia @#]
4 credits. Not offered 1993-94.
S. J. O'Connor.]

[ART H 389 Japanese Painting @#]
4 credits. Not offered 1993-94.]

ART H 396 The Arts of Southeast Asia @#
Spring. 4 credits.

S. J. O'Connor.

The arts of Southeast Asia will be studied in their social context since in traditional societies art plays a role in most of the salient occasions of life. Special emphasis will be devoted to developments in Cambodia, Thailand, and Bali. Among topics covered will be the shadow puppet theater of Java, ceramics, architecture, and sculpture.

Seminars

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

ART H 400 Proseminar for Art History Majors: The History and Practice of Art History

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited.

L. L. Meixner.

Limited to history of art majors, this seminar provides fundamental experience in oral and written discourse about objects. Led by students, weekly discussions centering on group readings address strategies of formal analysis, critical method, reception aesthetics, and the production of meaning. Topics range from a basic historiography of the field to recent debates concerning censorship and politically controversial art exhibitions. Four papers are assigned, each focused on a different type of art historical issue. Strong emphasis is placed on the drafting/revision process, and the development of a cogent prose style.

ART H 401 Independent Study

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Hours to be arranged. Staff.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 402 Independent Study

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Hours to be arranged. Staff.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 404 Women Artists (also Women's Studies 404)

Fall. 4 credits. Prerequisite: permission of instructor.

J. E. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society. The artists to be studied include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, Kaethe Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.

[ART H 406 Introduction to Museums]
2 credits. Not offered 1993-94.]

ART H 407 Seminar on Museum Issues

Fall. 4 credits. Prerequisite: permission of instructor. Limited enrollment. All classes will meet in the Johnson Art Museum Study Gallery.

M. W. Young, F. W. Robinson.

This undergraduate seminar will utilize the resources of the Johnson Art Museum and is designed to give students with a strong art history background the opportunity to work closely and directly with original objects from the museum's major collections. The course will focus on the broad issue of art and connoisseurship and will address critically the question of what determines quality in the work of art. Topics to be covered in the weekly sessions will include methods of attribution, fakes and forgeries, technique and media, restoration and conservation. Some sessions will involve curatorial staff of the museum. Frequent short reports and a significant final paper will be expected of all participants. Enrollment is limited, and permission of the instructor is necessary before the first meeting.

[ART H 421 History of Art Criticism]
4 credits. Prerequisite: History of Art 260 or any 300-level course in modern art or literature, or permission of instructor. Not offered 1993-94.
H. Foster.]

ART H 423 Ceramics (also Classics 423 and Archaeology 423)

Fall. 4 credits. Prerequisite: permission of instructor.

A. Ramage.

Greek and Roman pottery specimens from several Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. A report, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

P. I. Kuniholm.]

ART H 426 Gender, Ethnicity, and Status in Roman Art (also Society for the Humanities 406 and Classics 406)

Fall. 3 credits.

N. Kampen.

For description, see Society for the Humanities 406.

[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

A. Ramage.]

[ART H 432 Sardis and the Cities of Asia Minor (also Archaeology 432 and Classics 432) #]

4 credits. Not offered 1993-94.

A. Ramage.]

ART H 434 The Rise of Classical Greece (also Classics 434) #

Spring. 4 credits. Recommended: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor.
P. I. Kuniholm.

The art and archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.

[ART H 448 Studies in Sixteenth-Century European Art #]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

C. Lazzaro.]

[ART H 449 Studies in Italian Renaissance Art #]

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

C. Lazzaro.]

ART H 450 Women in Italian Renaissance Art (also Women's Studies 451) #

Fall. 4 credits. Prerequisite: permission of instructor.

C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.

ART H 451 Prints of the Fifteenth through the Seventeenth Century #

Spring. 4 credits. Prerequisite: permission of instructor.

C. Lazzaro.

This seminar has two aims. The first is to provide an overview of printmaking in the

late fifteenth through the seventeenth centuries, based primarily on examples in the Herbert F. Johnson Museum. The first part of the course, which will meet in the museum study room will present printmaking techniques, issues of connoisseurship particular to prints, and the major printmakers (among them Marcantonio Raimondi, Durer, and Rembrandt), along with an awareness of the biases and exclusions of the scholarship on prints. Students will give brief presentations on prints in the collection. The second aim of the seminar is to examine prints as cultural artifacts. We will consider the role of prints in transmitting classical culture, reflecting social hierarchies and moral concerns, and reconstructing the surrounding work, both cities and landscapes, with an emphasis on the particular visual language of prints. Students will present their own research papers on these and related topics.

[ART H 456 The Social History of Art: Images of Labor and Problems in the Tradition of European Genre Painting, ca. 1550-1880 #]
4 credits. Not offered 1993-94.]

[ART H 459 Caravaggio and Caravaggism in Seventeenth-Century Painting #]
4 credits. Not offered 1993-94.]

[ART H 461 Fin-de-siècle Cultures in Europe, England, and America #]
4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1993-94.
L. L. Meixner.]

[ART H 462 Topics in Early Modernism]
4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 1993-94.
L. L. Meixner.]

[ART H 463 Studies in Modern Art]
4 credits. Prerequisite: permission of instructor. No auditing permitted. Not offered 1993-94.
J. E. Bernstock.]

ART H 464 Studies in Modern Art
Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted.
J. E. Bernstock.
Topic: to be announced.

ART H 470 Postmodernist Art and Criticism (also Comparative Literature 474)
Spring. 4 credits. Prerequisite: permission of instructor.
H. Foster.

After the war modernist art was not the same; by 1960 a definitive break in its discourse was apparent. Artists focused more on the perceptual effects and spatial contexts of the art object. This emphasis raised questions concerning the place of the subject and the role of the institution in art making and viewing—questions still elaborated today. Through close readings of important works and texts in minimalism, pop, conceptual art, performance, site-specific art, and feminist practice, we will construct a critical genealogy of innovative art and theory of the last three decades.

[ART H 476 Seminar in American Art]
4 credits. Not offered 1993-94.]

[ART H 477 Impressionism in America and France #]
4 credits. Prerequisite: permission of instructor. Not offered 1993-94.
L. L. Meixner.]

[ART H 478 Post-Impressionism in France]
4 credits. Not offered 1993-94.
L. L. Meixner.]

[ART H 481 The Arts in Modern China @]
4 credits. Not offered 1993-94.
M. W. Young.]

ART H 482 Ceramic Art of China and Southeast Asia @#
Spring. 4 credits. Prerequisite: permission of instructor.
S. J. O'Connor.

Chinese ceramics were a staple of the traditional trade of Asia for one thousand years. High-fired ceramics were also produced in Thailand and Vietnam to supply the brisk demand in maritime Southeast Asia. The Johnson Museum collection will be studied within the context of trade patterns and trading sites in the South China Seas.

[ART H 483 Chinese Art of the T'ang Dynasty @#]
4 credits. Not offered 1993-94.
M. W. Young.]

[ART H 484 Studies in Japanese Art and Architecture @#]
4 credits. Not offered 1993-94.]

[ART H 485 The Ceramic Arts of Japan @#]
4 credits. Not offered 1993-94.]

[ART H 486 Studies in Chinese Painting @#]
4 credits. Not offered 1993-94.
M. W. Young.]

[ART H 488 Traditional Arts of Southeast Asia @#]
4 credits. Not offered 1993-94.
S. J. O'Connor.]

[ART H 491 Japanese Prints @#]
4 credits. Not offered 1993-94.]

ART H 531 Problems in Medieval Art and Architecture (also Religious Studies 531)

Spring. 4 credits. Prerequisite: permission of instructor.
R. G. Calkins.
Topic for fall 1993: Archaeology of the Medieval Book.

ART H 540 Seminar in Renaissance Art
Spring. 4 credits. Prerequisite: permission of instructor.
C. Lazzaro.

Topic for 1994: Writing about Art and Artists in Sixteenth-Century Italy. This seminar will focus on sixteenth-century texts and the secondary literature that helps to illuminate them. Selections of various kinds of writings are included, to some extent depending on the language skills of the students and determined by the availability of English translations. Considerable attention is paid to the principal writer of the sixteenth century, Giorgio Vasari. Other readings include selections from the autobiography of Benvenuto Cellini, theoretical treatises, artistic programs by humanist advisers such as Annibale Caro, account of public festivities, and guidebooks. These are examined for such issues as the construction of the artist in

the sixteenth century, the role of art writing in the production of meaning, the various agendas, cultural as well as artistic, in art theory, and the contemporary viewer's account of the work of art. Knowledge of Italian is not required, but students must have some background in Italian Renaissance art, history, or literature.

[ART H 550 Seminar in Baroque Art]
4 credits. Prerequisite: permission of instructor. Not offered 1993-94.
K. Barzman.]

[ART H 564 Problems in Modern Art: Post-1940 American Art]
4 credits. Not offered 1993-94.]

ART H 570 Theories of Modernism Topic: "The Shock of the New?" (also Comparative Literature 672)
Fall. 4 credits. Prerequisite: permission of instructor.
H. Foster.

Modernism is commonly said to shock its audience with radical innovation. This seminar will turn this equation around: in what ways is modernism a response to shock, i.e., the social shocks of modernization, industrialization, and militarization? Moreover, in what ways does it bear on the psychic shocks of trauma? In short, in what ways is modernism involved in social and subjective crises? Readings will include texts by various artists and critics, as well as by G. Simmel, S. Freud, W. Worringer, W. Benjamin, W. Schivelbusch, S. Buck-Morss, M. A. Doane.

ART H 580 Problems in Asian Art
Fall. 4 credits. Prerequisite: permission of instructor.
S. J. O'Connor.

Topic for 1993: Historiography of Southeast Asian Art.

ART H 591-592 Supervised Reading
591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.
Staff.

ART H 594 Feminist Theory and the History of Art
Spring. 4 credits. Prerequisite: permission of instructor.
K. Barzman.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed, the discursive traditions to which they belong, the relative merits of the methods, and the interpretive problems they present.

[ART H 595 Methodology Seminar]
4 credits. Prerequisite: permission of instructor. Not offered 1993-94.
H. Foster.]

[ART H 596 Problems in Art Criticism]
4 credits. Not offered 1993-94.
S. J. O'Connor.]

ART H 600 Honors Work
Fall or spring. 4 credits. Intended for senior art history majors who have been admitted to the honors program.

Hours to be arranged. Staff.
Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

ART H 601 Honors Work

Fall or spring. 4 credits. Prerequisite: History of Art 600.

Hours to be arranged. Staff.
The student under faculty direction will prepare a senior thesis.

INDONESIAN

See Department of Modern Languages and Linguistics.

FALCON Program

J. U. Wolff, 307 Morrill Hall, 255-0733.

ITALIAN LANGUAGE AND LINGUISTICS

See Department of Modern Languages and Linguistics.

ITALIAN LITERATURE

See Department of Romance Studies.

JAPANESE

See Departments of Asian Studies and Modern Languages and Linguistics.

JAVANESE

See Department of Modern Languages and Linguistics.

KHMER (CAMBODIAN)

See Department of Modern Languages and Linguistics.

KNIGHT, JOHN S., WRITING PROGRAM

See John S. Knight Writing Program, p. 325.

LATIN

See Department of Classics.

LINGUISTICS

C. Rosen, director of undergraduate studies (311 Morrill Hall, 255-0722). See Department of Modern Languages and Linguistics.

MATHEMATICS

P. Kahn, chair, F. Akman, E. Babson, D. Barbasch, L. Billera, J. Bramble, K. Brown, L. Brown, J. Cao, S. Chase, M. Cohen, R. Connelly, R. K. Dennis, R. Durrett, E. Dynkin, C. Earle, R. Farrell, L. Gross, M. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, P. Holmes, J. Hubbard, J. Hwang, H. Kesten, D. Kozen, R. C. Liu, G. Livesay, M. Morley, A. Nerode, L. Payne, R. Platek, T. Rishel, O. Rothaus, A. Schatz, S. Sen, R. Shore, J. Smillie, A. Solomon, B. Speh, M. E. Stillman, R. Strichartz, B. Sturmfels, M. Sweedler, M. Terrell, P. Thurston, K. Vogtmann, L. Wahlbin, X. Wang, B. H. West, J. West, A. C. Zitronenbaum. (Emeritus: W. Fuchs, A. Rosenberg)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, 6, graduate courses. The subject matter of courses is indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In all 600-level courses, in all grades will be S-U only, with the exception of 690. In courses with numbers below 600, students will receive letter grades, with the exception of non-mathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement

examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 5.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike. It can be broad or narrow. Questions concerning the major should be brought to a departmental representative.

Prerequisites: The preferred prerequisites are Mathematics 221-222 or 293-294. A unit on infinite series is required. Such a unit is offered in Mathematics 112, 122, and 192. Normally students will be admitted to the major only when they have grades of B- or better in all sophomore-level mathematics courses they have taken. Alternative prerequisites are Mathematics 213, 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.
- 2) Two courses in algebra. Eligible courses are Mathematics 431 or 433, 432 or 434 or 332, 336.
- 3) Two courses in analysis. Eligible courses are Mathematics 411 or 413, 412 or 414, 418, 421, 422, 423.
- 4) Further high-level mathematical courses. Any one of the following is sufficient:
 - a) three mathematics courses numbered 371 or higher, other than those used to satisfy the previous two requirements. Computer Science 621 and/or 622 may also be used toward satisfying this requirement.
 - b) four Computer Science courses numbered 310 or higher.
 - c) four Operations Research and Industrial Engineering courses numbered 320 to 383 or 431 to 472, but not 350.
- 5) One course dealing with mathematical models. Any one of the following is sufficient:
 - a) Physics 208, 213, or 217.
 - b) Computer Science 211, provided no Computer Science course has been used toward satisfying the previous requirement.
 - c) One course other than Physics 112 or 207 from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement.

A course may be counted toward the mathematics major only if a grade of C- or better is received for that course. (Effective starting with majors in the class of 1994.)

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met.

Sample Major Programs

Below are some suggestions for what the schedule of a student with a mathematics major might look like. Many variations are possible.

For Graduate School in Mathematics

First two years: Mathematics 111-122-221-222, Computer Science 100, Physics 207-208.

Last two years: Mathematics 433-434, 413-414, 453-454; two of 418, 428, 471.

The sophomore courses Mathematics 221-222 are more suitable than 293-294 in this case. A student planning to enter graduate school may get by with 411-412 and 431-432 instead of the honors versions 413-414 and 433-434, but the honors versions are strongly recommended.

For Many Technical Careers

First two years: Mathematics 111-122-221-222 or 191-192-293-294, Computer Science 100-211, Physics 112-213 or 207-208.

Last two years: Mathematics 431-336, 421-422, 428, 471-472.

Two or more semesters of computer science are highly recommended.

For Emphasis on Computer Science

First two years: Mathematics 111-122-221-222, Computer Science 100-211.

Last two years: Mathematics 431-432, 421-422, Computer Science 314, 381, 410, 414, 421.

Requirement 5 is met by Computer Science 381 in this sample program. Students interested in computer science should give consideration to a double major in mathematics and computer science.

For Emphasis on Operations Research

First two years: Mathematics 111-122-221-222 or 191-192-293-294, Computer Science 100-211.

Last two years: Mathematics 431-432, 421-422, 471; Operations Research and Industrial Engineering 320, 321, 361, two of 431, 432, 435, and possibly 462 or 471.

For Prelaw or Premed (first example)

First two years: Mathematics 111-122-221-222, Computer Science 100, Physics 207-208.

Last two years: Mathematics 431-336, 411-421, 381, 471-472.

The sophomore courses Mathematics 221-222 are recommended rather than 293-294 in this sample because they provide better preparation for 411.

For Prelaw or Premed (second example) or Prebusiness

First two years: Mathematics 111-112-213-231, Computer Science 100-211

Last two years: Mathematics 332-336, two of 411-421-418, and also 481, 403, 451.

A course in statistics is also strongly recommended.

For Secondary School Teachers

First two years: Mathematics 111-122-221-222, Computer Science 100.

Last two years: Mathematics 431-336, 411-421, 451, 403, 471, 408.

Honors. Honors in mathematics will be awarded on the basis of a high level of performance in departmental courses. Further requirements, if any, will be announced during the year.

Teacher Education in Science and Mathematics (TESM)

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TESM is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students who complete their undergraduate studies and their student teaching are eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at 255-9255 or the program coordinator, D. Trumbull (Education) 255-3108 or, in Mathematics, A. Solomon 255-3894.

Distribution Requirement

The distribution requirement is satisfied in mathematics by any 6 credits, not including more than one course from Mathematics 105 or 403. Computer Science 100 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 or higher on the CEEB calculus BC examination. Mathematics 109 or ALS 115 (College of Agriculture and Life Sciences) may not be used to satisfy the requirement.

Basic Sequences

Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus	Mathematics 109* or Agriculture and Life Sciences 5*
2) Algebra, analytic geometry, elements of calculus	Agriculture and Life Sciences 115**

*Mathematics 109 and ALS 5 do not carry credit for graduation.

**Students who want a second semester of mathematics after ALS 115 may take Mathematics 105 or if they need more calculus, 111.

Calculus

Description	Mathematics Course Numbers
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213
2) Usual sequence for prospective mathematics majors and others who expect to take advanced courses in mathematics	111-122-221-222
3) Calculus for engineers (also taken by some physical science majors)	191-192-293-294

Mathematics 191 may be substituted for 111 in sequences 1 and 2. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 2 and take 221.

Special-Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for biology majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

Switching between calculus sequences is often difficult, especially at the 200-level. Students should not attempt such a switch without consulting the associate chair.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

213 and 294
106, 111, 191
112, 122, and 192
213 and 222
221, 293, and 231
332 and 432
213 and 293
372 and 472

Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

Basic Sequences

MATH 105 Finite Mathematics for Biologists

Fall or summer. 3 credits. Prerequisite: three years of high school mathematics, including trigonometry and logarithms. Mathematical modeling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology are used.

MATH 106 Calculus for Biologists

Spring. 3 credits. Prerequisite: Mathematics 105 or 109 or ALS 115 or permission of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take 112.*

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111 Calculus

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry.*

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions.

MATH 112 Calculus

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisites: Mathematics 106 or 111 with a grade of C or better. Those who do extremely well in Mathematics 111 should take 122 instead of 112, unless they plan to continue with 213.*

Methods and applications of integration, plane curves and polar coordinates, vectors and solid analytic geometry, introduction to partial derivatives, infinite series.

MATH 121 Modern Calculus

Fall or spring. 4 credits. Limited to 22 students per section. Prerequisite: Three years of high school mathematics, including calculus.

This is a first-semester honors course in calculus intended for students who have had calculus in high school. The course material will be the same as that in Math 111, but it will be covered in greater depth.

MATH 122 Calculus

Fall or spring. 4 credits. Prerequisite: performance at a high level in Mathematics 111 or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.*

Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

*See the list of courses with overlapping content at the end of the introduction.

MATH 191 Calculus for Engineers

Fall. 4 credits. Limited to 25 students per section. Prerequisite: three years of high school mathematics, including trigonometry.*

One section will be taught with computer experimentation, and will carry an extra credit.

Plane analytic geometry, differential and integral calculus, and applications.

MATH 192 Calculus for Engineers

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 191.*

Methods of integration, hyperbolic functions, polar coordinates, infinite series, complex numbers, introduction to partial derivatives, introduction to surface and volume integrals.

MATH 213 Calculus

Fall or spring. 4 credits. Prerequisite: Mathematics 112, 122, or 192.*

Vectors, vector-valued functions, line integrals. Multivariable calculus, multiple integrals. First- and second-order differential equations with applications. Introduction to numerical methods, series solutions, systems of differential equations, elementary partial differential equations.

MATH 221 Linear Algebra and Calculus

Fall or spring. 4 credits. Prerequisite: Mathematics 122 with a grade of B or better, or permission of instructor.*

Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

MATH 222 Calculus

Fall or spring. 4 credits. Prerequisite: Mathematics 221.*

Vector differential calculus, calculus of functions of several variables, multiple integrals.

MATH 293 Engineering Mathematics

Fall, spring, or summer. 4 credits. Prerequisites: Mathematics 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 100. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.* Introduction to physical vectors, linear algebra and matrix theory, inner product spaces. Includes computer use in solving problems.

MATH 294 Engineering Mathematics

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 293.*

Systems of linear ordinary differential equations, introduction to ordinary differential equations. Vector fields and vector calculus. Introduction to boundary-value problems and Fourier series. Includes computer use in solving problems.

General Courses

MATH 101 History of Mathematics

Summer. 4 credits. Prerequisite: three years of high school mathematics. The history of the main ideas of mathematics from Babylonian, Egyptian, and Greek times to the present day.

MATH 103 Mathematical Explorations

Fall. 3 credits. This course may be used to satisfy the distribution requirement in mathematics.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework will consist in the students actively investigating mathematical ideas. The course will emphasize ideas and imagination as opposed to techniques and calculations. Topics will vary depending on the instructor. Some assessment will be done through writing assignments.

[MATH 104 Mathematics and Art

Fall. 3 credits. Does not satisfy the mathematics distribution requirement; for graduation credit only. Not offered 1993-94.

The impact of mathematical ideas on the arts and the impact of the arts on mathematical ideas through the ages, with a special emphasis on theories of perspective in the visual arts. The course will be cooperatively taught by a mathematician and an art historian. There will be both mathematical and artistic assignments based on the theories, and assignments of readings from the original texts.]

MATH 117 Foundations of Calculus

Spring. 3 credits. Prerequisite: Mathematics 111 or 106 or equivalent. May be used toward the mathematics distribution requirement. Intended for nonscientists who will not need the conventional second-semester calculus course. (May also be used by future math or science majors who would like to deepen their understanding before going on in calculus.)

This course delves into the questions concerning limits and infinite processes that puzzled scholars for over two thousand years. Students study anew the real number system, the theory of limits, continuity, differentials, derivatives, and the definite integral. The pedagogical method is partly historical, viewing the development of these interlocked topics from the time of the ancient Greeks (Zeno's paradoxes, the discovery of irrationals, Eudoxus' Method of Exhaustion, and the work of Archimedes) through the seventeenth-century work of Fermat, Newton, and Leibniz and into modern times. Readings of excerpts from original manuscripts are compared with the descriptions of the same material given in a standard beginning calculus book.

MATH 123 Analytic Geometry and Calculus

Summer. 4 credits. Prerequisite: High school mathematics through trigonometry and plane analytic geometry.

The honors section of Math 111. Covers the same topics more deeply (at the level of Apostol's *Calculus*).

MATH 150 From Space to Geometry

Fall. 3 credits.

Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.

*See the list of courses with overlapping content at the end of the introduction.

[MATH 151 The Geometry of Tilings, Polyhedra, and Structural Engineering]

Spring. 3 credits. Not offered 1993–94. An introduction to topics in geometry, including the classification of tilings by the group of symmetries that act on them, examples of artists such as Escher, the aperiodic tilings of R. Penrose, the study of polyhedra, Euler's formula, regular polyhedra, linkages that draw straight lines, "Buckminster Fuller's" geodesic domes, and tensegrities. Emphasis will be on the geometric ideas involved, with formal proofs studied only as needed for overall understanding.]

[MATH 200 Basic Concepts of Mathematics]

Summer. 3 credits. Prerequisite: a good knowledge of high school mathematics, including trigonometry. Not offered 1993–94. Discussion of basic ideas in mathematics drawn from algebra and topology. An example of the problems treated is the proof of the impossibility of trisecting an angle by ruler and compass. Suitable for teachers, prospective teachers, and high school students with a strong interest in mathematics.]

[MATH 227 Mathematical Model Modelling]

Spring. 4 credits. Prerequisite: Mathematics 111 or 106 or equivalent. May be used to satisfy the mathematics distribution requirement. Not intended for upperclass science majors. Not offered 1993–94. Mathematical modeling is the process of bringing mathematical methods to bear on problems arising in the real world. In this course students will study selected mathematical models, learn general modeling techniques, and gain experience in constructing original mathematical models and comparing their predictions with reality, both to appreciate the usefulness of mathematical models and to be aware of their limitations.]

MATH 403 History of Mathematics

Spring. 4 credits. Prerequisites: two courses in mathematics above 300, or permission of instructor. Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students will be required to give oral and written reports.

MATH 408 Mathematics in Perspective

Spring. 4 credits. Prerequisite: consent of instructor (intended for senior mathematics majors and other students with strong mathematics backgrounds). The purpose of this course is for students to step back and to form an overview of the mathematics they have learned.

MATH 490 Supervised Reading and Research

Fall, spring, or summer. 1–6 credits. Supervised reading and research by arrangement with individual professors. Not applicable for material currently available in regularly scheduled courses.

MATH 508 Mathematics for Secondary School Teachers

Fall, spring, or summer. 1–6 credits.

Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester. An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

MATH 690 Supervised Reading and Research

Variable credit (maximum 6 each term).

Analysis**MATH 411–412 Introduction to Analysis**

411, fall; 412, spring. 4 credits each term. Prerequisite: Mathematics 222. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413–414 or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413–414. An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems. Fourier series, calculus in several variables, and differential forms.

MATH 413–414 Introduction to Analysis

413, fall; 414, spring. 4 credits each. Prerequisite: Mathematics 222. Honors version of Mathematics 411–412. Metric spaces are included in Mathematics 413, and 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

MATH 418 Introduction to the Theory of Functions of One Complex Variable

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or 213. May be offered only in alternate years. A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

Applied Mathematics and Differential Equations**MATH 421 Applicable Mathematics**

Fall, spring, or summer. 4 credits. Prerequisites: high level of performance in Mathematics 294, or 221 and 222, or 213 and 231. Graduate students who need mathematics extensively in their work and who have had a solid advanced calculus course and complex variables course as undergraduates should take Mathematics 515–516. With less preparation, they should take Mathematics 421–422–423.

Theorems of Stokes, Green, Gauss, etc. Sequences and infinite series. Fourier series and orthogonal functions. Ordinary differential equations. Solution of partial differential equations by separation of variables.

MATH 422 Applicable Mathematics

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 421. Complex variables Fourier transforms, Laplace transforms. An introduction to generalized functions. Applications to partial differential equations.

MATH 423 Applicable Mathematics

Spring. 4 credits. Prerequisite: Mathematics 421; however, students who have not taken 422 should talk to the instructor before taking this course.

Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations and to integral equations.

MATH 425 Numerical Solutions of Differential Equations

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, and Computer Science 321, or permission of instructor. This course is a natural sequel to Computer Science 321. Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.

[MATH 427 Introduction to Ordinary Differential Equations]

Fall. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor. Not offered 1993–94.

Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.]

MATH 428 Introduction to Partial Differential Equations

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor. Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability. Fourier series methods, approximation methods.

Algebra**MATH 231 Linear Algebra**

Spring. 3 credits. Prerequisite: Mathematics 111 or equivalent.* Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

MATH 332 Algebra and Number Theory

Fall. 4 credits. Prerequisites: one year of calculus and one course from Mathematics 221, 231, and 294. Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.*

Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

MATH 336 Applicable Algebra

Fall or spring. 4 credits. Prerequisites: Mathematics 221, 294, or 231.

An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the

*See the list of courses with overlapping content at the end of the introduction.

theory to concrete problems will be stressed. Each year the course will treat aspects usually chosen from the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

MATH 431-432 Introduction to Algebra

431, fall or spring or summer; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Undergraduates who plan to attend graduate school in mathematics should take 433-434.*

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

MATH 433-434 Introduction to Algebra

433, fall; 434, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Honors version of Mathematics 431-432. Mathematics 433-434 will be more theoretical and rigorous than 431-432 and will include additional material such as multilinear and exterior algebra.

[MATH 436 Applications of Abstract Algebra

Spring. 4 credits. Not offered 1993-94. Prerequisites: Linear algebra (Math 231 or higher); Math 336 is not a prerequisite; familiarity with elementary algebra or number theory such as Math 332 would be helpful. The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There will be at least as much emphasis on applications as the relevant modern algebra. Frequently, the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications to be of interest. Specific topics will be chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory and automata.

Math 336 and 436 may overlap in choice of material. Where they overlap, the coverage in Math 436 will be of greater depth appropriate to a 400-level course. Students cannot get credit for both Math 336 and Math 436.]

Geometry and Topology

MATH 451-452 Classical Geometries

451, fall, spring, or summer; 452, spring. 4 credits each term. Prerequisite: Mathematics 221 or 231 or permission of instructor. 451 is not usually a prerequisite for 452. Foundations of geometry. Various geometric topics, including Euclidean, non-Euclidean, and projective geometry and rigidity theory.

MATH 453 Introduction to Topology

Fall. 4 credits. Prerequisites: Mathematics 411 and 221, or permission of instructor. Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Moebius band.

MATH 454 Introduction to Differential Geometry

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite. Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n-dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

MATH 455 Applicable Geometry

Fall. 4 credits. In general, this course will cover various applicable topics to be chosen from among the geometry of convex bodies, polyhedra, algebraic curves and surfaces, rigid polyhedra, crystallographic patterns, projections and similar topics. Computational aspects of geometry will be included where appropriate.

Probability and Statistics

MATH 171 Statistical Theory and Application in the Real World

Fall or spring. 4 credits. Prerequisites: high school mathematics. This introductory statistics course will discuss techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include population and sample distributions, central limit theorem, and statistical theories of point estimation, confidence intervals, and testing hypotheses, the linear model, and the least squared estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer will be used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students will learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with the computer is presumed.)

[MATH 372 Elementary Statistics

Fall. 4 credits. Not offered 1993-94. Prerequisites: one year of calculus, and Computer Science 100 or 101 or 108 or permission of instructor. A terminal course for students who will take no further courses in statistics.* Introduction to the principles underlying modern statistical inference, to the practical application of statistical techniques, and to the rationale underlying the choice of statistical methods in various situations. Topics in probability that are essential to an understand-

ing of statistics. Homework involves statistical analysis of data sets on hand calculators and on a computer by means of packaged programs.]

MATH 471 Basic Probability

Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472. Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

MATH 472 Statistics

Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariate calculus helpful but not necessary.* Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

[MATH 473 Further Topics in Statistics

Fall. 4 credits. Prerequisite: Mathematics 472 or 574. Not offered 1993-94. More detailed discussion of some of the topics not covered at length in Mathematics 472. Design and analysis of experiments. Multivariate analysis. Nonparametric inference; robustness. Sequential analysis. For corresponding subject matter taught in more detail, see description of Mathematics 573 and 675.]

Mathematical Logic

[MATH 481 Mathematical Logic (also Philosophy 431)

Fall. 4 credits. Not offered 1993-94. Prerequisite: Mathematics 221. Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Godel incompleteness theorem. Elements of set theory.]

[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)

Spring. Prerequisite: Philosophy 231 or equivalent or any mathematics or computer science logic course or permission of instructor. Not offered 1993-94. Topics: (1) The abstract concept of consequence. What makes a logic intensional? (2) Sentential logics: soundness and completeness for some normal modal and tense logics, intuitionistic logic, the Stalnaker, D. Lewis, and Adams conditionals; incomplete modal logics; the correspondence problem. (3) Predicate (first-order) logics: soundness and completeness for classical free logic and some normal modal logics; the Barcan and converse-Barcan schemes; actuality and two-dimensional semantics; the interpolation problem. (4) Time permitting, topics from among the following: non-normal modal logics; additional semantics for intuitionistic logic; 3-valued logics; individual-actualism; higher-order logics, dynamic logic; auto-epistemic logic and non-monotone inference; decision problems associated with some of these logics.]

*See the list of courses with overlapping content at the end of the introduction.

MATH 486 Applied Logic (also Computer Science 486)

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some additional course in mathematics or Computer Science 381.

Propositional and predicate logic, compactness and completeness by tableaux. Equational logic. Herbrand Universes, the resolution method, and unification. Rewrite rules and equational logic. Knuth-Bendix method and the congruence closure algorithm and lambda-calculus reduction strategies. Restrictions on resolution and their completeness. Introduction to automatic theorem proving. Topics in Prolog, Lisp, or ML on microcomputers or, possibly, exposure to a larger system such as Nuprl. Input resolution and Prolog. Applications to expert systems and program verification.

[MATH 487 Applied Logic II]

Spring. 4 credits. Not offered 1993-94. Prerequisite: Mathematics 221 or equivalent. Intuitionistic propositional and predicate logic. Natural deduction and tableaux as proof procedures. Curry partial application structures. Their polynomial extensions as lambda calculi. Typed and untyped lambda calculi, cartesian closed categories. Heyting semantics of constructions as interpretations in partial combinatory structures, Kleene realizabilities. Curry-Howard isomorphisms. Intuitionistic first order arithmetic and Godel's system T. Intuitionistic higher order logic and polymorphism. Weak and strong nominalizations for simple and polymorphic calculi. Application to consistency proofs. Term extraction as the context for understanding compilers and interpreters for applicative languages such as LISP, NUPRL, MIRANDA, etc.]

Graduate Courses

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

[MATH 503 History of Mathematics]

4 credits. Prerequisites: Mathematics 511 and 531. Intended for graduate students in the mathematical sciences. Not offered 1993-94. This course will be devoted to the history of mathematics in the nineteenth century from the original sources, with emphasis on the history of the foundations of analysis and of the foundations of commutative algebra. Typical authors in algebra who will be studied are Lagrange, Ruffini, Gauss, Abel, Galois, Dirichlet, Kummer, Kronecker, Dedekind, Weber, M. Noether, Hilbert, Steinitz, Artin, and E. Noether. Typical authors in analysis who will be studied are Cauchy, Fourier, Bolzano, Dirichlet, Riemann, Weierstrass, Heine, Cantor, Peano, and Hilbert. If time permits, a sketch will be given of the history of probability and statistics from Bernoulli to Pearson. Students will be required to read and explain one important nineteenth-century paper.]

MATH 511-512 Real and Complex Analysis

511, fall; 512, spring.
511: measure and integration, functional analysis. 512: complex analysis, Fourier analysis, and distribution theory.

MATH 513-514 Topics in Analysis

513, fall; 514, spring.

MATH 515-516 Mathematical Methods in Physics

515, fall; 516, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 421-422-423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

MATH 517 Dynamical Systems

Fall.

Topics: Existence and Uniqueness Theorems for ODEs. Poincaré-Bendixon theorem and global properties of two dimensional flows. Limit sets, non-wandering sets, chain recurrence, pseudo-orbits and structural stability. Linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem. Generic properties: transversality theorem and the Kupka-Smale theorem. Examples: expanding maps and Anosov diffeomorphisms. Hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits. Rotation numbers: Herman's theorem. Characterization of structurally stable systems.

MATH 518 Smooth Ergodic Theory

Spring.

Topics: Invariant measures. Entropy. Hausdorff dimension and related concepts. Hyperbolic invariant sets: Stable manifolds, Markov partitions and symbolic dynamics. Equilibrium measures of hyperbolic attractors. Ergodic theorems. Pesin theory: stable manifolds of non-hyperbolic systems. Liapunov exponents: relations between entropy, exponents and dimensions.

[MATH 519-520 Partial Differential Equations]

519, fall; 520, spring. Not offered 1993-94. Basic theory of partial differential equations.]

MATH 521 Measure Theory and Lebesgue Integration

Fall.

Measure theory, integration, and L_p spaces.

MATH 522 Applied Functional Analysis

Spring.

Basic theory of Hilbert and Banach spaces and operations on them. Applications.

MATH 531-532-534 Algebra

531, fall; 532, spring; 534, spring.
531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology. 534: Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

MATH 537 Analytic Number Theory

Fall. Prerequisites: Math 511, 521, 431.

Topics: The Prime Number Theorem. Primes in Arithmetic Progressions. The Large Sieve and Some of its Applications.

MATH 549-[550] Lie Groups and Lie Algebras

549, fall; [550, spring, not offered 1993-94.]

Prerequisites: 413-414 and 431-432 or equivalent. This is a year-long introduction to the theory of Lie groups and their representation theory for beginning graduate students. Topics: Topological groups. Lie groups. Relation between Lie algebras and Lie groups; exponential map. Homogeneous manifolds. Compact groups and their representation theory. Enveloping algebras and invariant differential operators. Structure of root systems, Coxeter groups. Classification of simple Lie algebras and Lie groups. More advanced topics: quantum groups, Kac-Moody algebras.

MATH 551 Introductory Algebraic Topology

Spring.

Fundamental group and covering spaces. Homology theories for complexes and spaces.

MATH 552-553 Differentiable Manifolds

552 fall, 553 spring. Prerequisites: advanced calculus, linear algebra (Mathematics 431), point set topology (Mathematics 453). This is a year-long introduction to differential topology and differential geometry at the level of the beginning graduate student.

Topological manifolds. Smooth manifolds, immersions and embeddings, tangent bundles, fiber bundles, vector fields and dynamical systems, Frobenius' theorem. Lie groups. Integration on manifolds, differential forms, Stokes theorem. Tubular neighborhoods, transversality and cobordism. Connections, Riemannian manifolds, geodesics, curvature, Gauss-Bonnet theorem.

[MATH 561 Geometric Topology]

Topics from general topology. Introduction to geometric properties of manifolds. Not offered 1993-94.]

MATH 571-572 Probability Theory

571, fall; 572, spring. Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521.

Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

MATH 571-574 Probability and Statistics

571, fall; 574, spring. This course is a prerequisite to all advanced courses in statistics.

571: same as Mathematics 571 above. 574: topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood; the classical tests of hypotheses and their power; the theory of

confidence intervals; the basic concepts of statistical decision theory; the fundamentals of sequential analysis. Intended to furnish a rigorous introduction to mathematical statistics.

MATH 573 Experimental Design, Multivariate Analysis

Fall.
Rationale for selection of experimental designs and algorithms for constructing optimum designs. Optimum properties and distribution theory for classical analysis of variance procedures and their simplest multivariate analogues.

[MATH 575 Sequential Analysis, Multiple Decision Problems]

Fall. Not offered 1993-94. Prerequisite: a course in mathematical statistics such as Mathematics 574.]

[MATH 577 Nonparametric Statistics]

Fall. Not offered 1993-94.
A study of nonparametric techniques, especially order statistics, rank order statistics, scores, local optimality properties, and perhaps some asymptotic theory.]

MATH 581 Logic

Spring.
Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems.

MATH 611-612 Seminar in Analysis

611, fall; 612, spring.

MATH 613 Functional Analysis

Spring.
Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

MATH 615 Fourier Analysis

Fall.

[MATH 617 Applied Dynamical Systems (also T&AM 777)]

Fall. 3 credits. Suggested prerequisite: T&AM 675, Mathematics 517, or equivalent. Not offered 1993-94.
Review of planar (single-degree-of-freedom) systems. Local and global analysis. Structural stability and bifurcations in planar systems. Center manifolds and normal forms. The averaging theorem and perturbation methods. Melnikov's method. Discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets. Global bifurcations, strange attractors, and chaos in free and forced oscillator equations. Applications to problems in solid and fluid mechanics.]

[MATH 622 Riemann Surfaces]

Fall. Not offered 1993-94.]

MATH 623 Several Complex Variables

MATH [627]-628 Seminar in Partial Differential Equations

[627, fall; not offered 1993-94.] 628, spring.

MATH 631-632 Seminar in Algebra

MATH 635 Topics in Algebra

Spring.
Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 637 Algebraic Number Theory

Spring.

[MATH 639 Topics in Algebra II]

Fall. Not offered 1993-94.
Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.]

[MATH 640 Homological Algebra]

Spring. Not offered 1993-94.]

MATH 651-652 Seminar in Topology

651, fall; 652, spring.

MATH 653-654 Algebraic Topology

653, fall; 654, spring.
Duality theory in manifolds, applications, cohomology operations, spectral sequences, homotopy theory, general cohomology theories, categories and functors.

[MATH 655 Mathematical Foundations for Computer Modeling and Simulation (also Computer Science 655)]

Spring. 4 credits. Prerequisites: Mathematics 431 and 432 or the equivalent, both in content and in the level of mathematical sophistication, or permission of instructors. Not offered 1993-94.

This course will have two parts, one purely mathematical, the other applied. The former is intended to introduce students to theoretical tools that are relevant to the study of robotics, solid modeling, and simulation. These tools will be drawn from the areas of (real and complex) algebraic geometry, topology, differential geometry, and differential equations. The latter part of the course will provide applications that illustrate uses of the mathematics and point the way to needed further developments.]

MATH 657-658 Advanced Topology

657, fall; 658, spring.
Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH [661]-662 Seminar in Geometry

[661, fall; not offered 1993-94.] 662, spring.

667 Algebraic Geometry

Fall.

MATH 670 Topics in Statistics

Spring.
A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.

MATH 671-672 Seminar in Probability and Statistics

[MATH 674 Multivariate Analysis]

Spring. Not offered 1993-94.]

[MATH 675 Statistical Decision Theory]

Spring. Not offered 1993-94.]

MATH 677-678 Stochastic Processes

677, fall; 678, spring.

MATH 681-682 Seminar in Logic

681, fall; 682, spring.

MATH 683 Model Theory

Spring.

MATH 684 Recursion Theory

Fall.
Theory of effectively computable functions. Classification of recursively enumerable sets.

Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

[MATH 685 Topics in Logic]

Fall. Not offered 1993-94.
Topics in metamathematics. Course content varies.]

MATH 687 Set Theory

Spring.
Models of set theory. Theorems of Gödel and Cohen, recent independence results.

MATH 688 Automated Theorem Proving

Fall.

MATH 701-702 Oliver Club Seminar

MATH 703-704 Olivetti Club Seminar

MATH 707-708 Seminar in Mathematics Education

MATH 711-712 Seminar in Analysis

MATH 713 Seminar in Analytic Dynamics

MATH 727-728 Seminar in Numerical Analysis

MATH 731-732 Seminar in Algebra

MATH 733-734 Seminar in Computational Algebra

MATH 749-750 Seminar in Lie Groups

MATH 751-752 Topics in Geometry and Topology

MATH 767-768 Seminar in Combinatorial and Algebraic Geometry

MATH 778 Reading Seminar in Dynamical Systems

MODERN LANGUAGES AND LINGUISTICS

J. Bowers, chair; J. Lantolf, associate chair (314 Morrill Hall); J. Whitman, graduate faculty representative (320 Morrill Hall); C. Rosen, director of undergraduate studies (311 Morrill Hall); W. Browne, V. Carstens, G. Chierchia, A. Cohn, C. Collins, M. Diesing, G. Diffloth, J. Gair, W. Harbert, J. Jasanoff, A. Jongman, F. Landman, R. Leed, B. Lust, S. McConnell-Ginet, A. Nussbaum, M. Suñer, L. Waugh, J. Wolff, D. Zec

The Department of Modern Languages and Linguistics offers courses in linguistics (the study of the general nature, structure, and history of language) and elementary, intermediate, and advanced courses in many of the languages of Europe, Africa, and south, southeast, and east Asia.

Most courses in modern languages and linguistics are offered by the Department of Modern Languages and Linguistics; see listings below under individual language names (e.g., Spanish) and under Linguistics. Courses in foreign language literatures and certain language courses as well are taught in the following departments; consult entries under the department name for course listings.

Africana Studies and Research Center: Ewe, Swahili

Asian Studies: Chinese, Japanese, Korean, Vietnamese

Classics: Greek, Latin, Sanskrit

German Studies: German

Near Eastern Studies: Akkadian, Arabic, Aramaic, Hebrew, Turkish

Romance Studies: French, Italian, Spanish

Russian Literature: Russian

The Full-year Asian Language Concentration (FALCON Program) offers intensive instruction in Chinese, Japanese, or Indonesian to students wishing to gain fluency in the language in a single year.

Arabic

See listings under Near Eastern Studies.

Bengali

Fees. A small fee may be charged for photocopied texts for course work.

BENGL 121-122 Elementary Bengali

121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122, Bengali 121 or examination.

D. Sudan.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

BENGL 201-202 Intermediate Bengali Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Bengali 201, Bengali 122 or examination; for Bengali 202, Bengali 201 or examination.

D. Sudan.

Continuing instruction in grammar with attention to speaking and reading skills.

BENGL 203-204 Intermediate Bengali Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination.

D. Sudan.

Continuing instruction in grammar with attention to writing skills.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: Bengali 203-204 or equivalent.

D. Sudan.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul will be covered. The course will be devoted to reading these works and developing literary criticism and creative writing in Bengali.

Burmese

NOTE: Check at Morrill 416 and Morrill 404 before classes begin for placement and other testing, and organizational information; or contact J. Wheatley in Morrill 416 (255-9301).

Fees. A small fee may be charged for photocopied texts for course work.

BURM 101-102 Elementary Burmese

101, fall; 102, spring. 6 credits each term. Prerequisite: for Burmese 102, Burmese 101 or equivalent. Satisfactory completion of Burmese 102 fulfills the qualification portion of the language requirement.

S. Tun.

A course for beginners or for those who have been placed in the course by examination.

The course gives a thorough grounding in speaking and reading.

BURM 201-202 Intermediate Burmese Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 102; for Burmese 202, Burmese 201.

S. Tun.

Continuing instruction in spoken and written Burmese.

BURM 203-204 Burmese Composition @

203, fall; 204, spring. 3 credits each term. Prerequisite: permission of instructor.

S. Tun.

Letter writing and other forms of composition.

BURM 301-302 Advanced Burmese Reading @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301.

S. Tun.

Continuing instruction in spoken and written Burmese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

BURM 401-402 Burmese Directed Independent Study

Fall or spring. 4 credits each term. Prerequisite: permission of instructor.

S. Tun.

Various topics according to need.

Cambodian

See Khmer.

Cebuano (Bisayan)

Fees. A small fee may be charged for photocopied texts for course work.

[CEBU 101-102 Elementary Cebuano

101, fall; 102, spring. Offered according to demand. 6 credits each term. Prerequisite for Cebuano 102: Cebuano 101 or equivalent. Not offered 1993-94.

J.U. Wolff and staff.

A semi-intensive course for beginners.]

Chinese

For literature courses [conducted in English or Chinese] and Classical Chinese, see Asian Studies.

NOTE: Check the Chinese bulletin boards near Morrill 416 for information on testing, classes, etc., before classes begin. Placement tests [for those who do not know which course they qualify for] are given the week before classes begin, both fall and spring. Qualification and proficiency testing is done the week before classes begin in the fall only.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

CHIN 101-102 Elementary Mandarin

101, fall; 102, spring. 6 credits each term. Prerequisite for Chinese 102: Chinese 101 or equivalent. Satisfactory completion of Chinese 102 fulfills the qualification portion of the language requirement.

J. Wheatley and staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading skills. Students with some facility in the spoken language [because

Chinese is spoken at home] but who do not read [characters] should take 109/110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should see the program director in Morrill 416 before enrolling.

CHIN 109-110 Elementary Reading (with Mandarin pronunciation)

109, fall; 110, spring. 3 credits each term. Prerequisite: for Chinese 110, 109 or equivalent. Satisfactory completion of Chinese 110 fulfills the qualification portion of the language requirement.

P. Wang.

This course is intended primarily for students who speak some Chinese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

CHIN 111-112 Cantonese Elementary Speaking

111, fall; 112, spring. 3 credits each term. Prerequisites: for Chinese 111, permission of instructor; for Chinese 112, Chinese 111. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements.

A. Lau.

A course for beginners. Conversation in standard Cantonese as spoken in Hong Kong and Canton.

CHIN 113-114 Cantonese Elementary Readings

113, fall; 114, spring. 3 credits each term. Prerequisites: for Chinese 113, concurrent enrollment in 111, or permission of instructor; for Chinese 114, Chinese 113 and concurrent enrollment in 112. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements.

A. Lau.

Focus on characters [Cantonese as well as Mandarin], reading comprehension, and reading aloud with Cantonese pronunciation.

CHIN 201-202 Intermediate Mandarin @

201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisites: for Chinese 201, Chinese 102 or equivalent; for Chinese 202, Chinese 201. Satisfactory completion of Chinese 201 fulfills the proficiency portion of the language requirement.

Q. Teng and Y. Wang.

Continuing instruction in written and spoken Chinese.

CHIN 211-212 Intermediate Cantonese @

211, fall; 212, spring. 4 credits each term. Prerequisites: for Chinese 211, Chinese 112 and 114 or equivalent; for Chinese 212, Chinese 211.

A. Lau.

Continuing instruction in spoken Cantonese and in characters [Cantonese and Mandarin], reading comprehension, and reading aloud with Cantonese pronunciation.

CHIN 301-302 Advanced Mandarin I @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301.

P. Wang.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 303-304 Advanced Mandarin Conversation @

303, fall; 304, spring. 1 credit each term.
Prerequisites: Chinese 201-202 or equivalent or permission from instructor. S-U grades only.

Staff.

Conversation and reading practice for students who wish to maintain language skills. Guided conversation and oral composition and translation. Corrective pronunciation drill.

CHIN 311-312 Advanced Cantonese @

311, fall; 312, spring. 4 credits each term.
Prerequisites: for Chinese 311, Chinese 212 or equivalent; for Chinese 312, Chinese 311.

A. Lau.

Continuing instruction in spoken Cantonese and written Chinese with Cantonese pronunciation. Content will be determined in part by needs of students.

[CHIN 401 History of the Chinese Language]

Fall or spring, according to demand. 4 credits.
Prerequisite: permission of instructor.

Staff.

Survey of phonological and syntactic developments in Chinese.]

[CHIN 403 Linguistic Structure of Chinese I]**[CHIN 404 Linguistic Structure of Chinese II]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

Staff.

Syntax of modern Mandarin Chinese.]

[CHIN 405 Chinese Dialects]

Fall or spring, according to demand. 4 credits.
Prerequisite: permission of instructor.

Staff.

Introductory survey of modern dialects and their distinguishing characteristics.]

CHIN 411-412 Advanced Mandarin II

411, fall; 412, spring. 4 credits each term.
Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411.

Q. Y. Teng.

Reading and discussion of various styles and genres of Chinese. Special attention to building vocabulary and increasing reading speed. Selections from current events, newscasts, and literature.

CHIN 413-414 Current Events: Advanced Reading and Discussion

413, fall; 414, spring. 2 credits each term.
Prerequisites: Chinese 412 or equivalent or permission of instructor.

Staff.

Reading practice for students in Chinese studies. Content varies.

CHIN 415-416 Correspondence and Composition

415, fall; 416, spring. 3 credits. Prerequisite: permission of instructor.

Staff.

Letter writing and other forms of composition for students with advanced reading and speaking ability in standard Chinese.

[CHIN 607 Chinese Dialect Seminar]

Fall or spring, according to demand. 4 credits.
Prerequisites: Chinese 405 and permission of instructor. Not offered 1993-94.

Staff.

Analysis and field techniques in a selected dialect area.]

FALCON (Full-year Asian Language Concentration)

J. Wheatley, 416 Morrill Hall (255-9301).

CHIN 160 Introductory Intensive Mandarin

Summer only. 10 credits.

J. Wheatley and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive drills with native speakers, and laboratory work. Students who complete this course with a grade of B or above normally are eligible to enroll in an intermediate course.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term.
Prerequisites: for Chinese 161, Chinese 160 (Cornell summer intensive course) or permission of instructor; for Chinese 162, Chinese 161. Satisfactory completion of Chinese 161 fulfills the proficiency portion of the language requirement.

J. Wheatley and staff.

Czech

Fees. A small fee may be charged for photocopied texts for course work.

CZECH 131-132 Elementary Czech

131, fall; 132, spring. 3 credits each term.
Prerequisite: for Czech 132, Czech 131 or equivalent. This language series cannot be used to satisfy the language requirement.

J. Josek.

Covers all language skills: speaking, listening comprehension, reading, and writing.

Danish

Fees. A small fee may be charged for photocopied texts for course work.

DANISH 131-132 Elementary Danish

131, fall; 132, spring. 3 credits each term.
Prerequisite: for Danish 132, Danish 131 or equivalent. This language series cannot be used to satisfy the language requirement.

P. M. Mitchell.

Dutch

Fees. A small fee may be charged for photocopied texts for course work.

DUTCH 121-122 Elementary Dutch

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite: permission of instructor.

M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

DUTCH 123 Continuing Dutch

Fall. 4 credits each term. Prerequisite: Dutch 122 or equivalent.

M. Briggs.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills based on Dutch and Dutch-speaking cultures.

DUTCH 203 Intermediate Composition and Conversation

Spring. 3 credits. Prerequisite: Qualification in Dutch or permission of instructor.

M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided

conversation, compositions and reading, drawing on Dutch and other Dutch-speaking cultures.

English

Intensive English Program, see p. 323.

Fees. A small fee may be charged for photocopied texts for course work.

ENGLF 205 English as a Second Language

Fall. 4 credits. Prerequisite: placement by examination.

D. Campbell.

Advanced spoken and written English, with emphasis on speaking, understanding, and reading.

ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: English 205 or placement by examination.

D. Campbell.

Designed for those who have completed English 205 and who require or desire further practice. Emphasis is on developing control of written as well as spoken language.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: placement by examination.

S. Schaffzin.

Practice in informal conversational English pronunciation, techniques for gaining information, informal conversation, and classroom speaking. Students also practice giving informal presentations. Personal conferences with the instructor supplement class work.

ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: placement by examination.

S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information in various forms. Personal conferences supplement class work.

ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits. Prerequisite: placement by examination.

D. Campbell.

Academic writing with emphasis on improving organization grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: English 211 or placement by examination.

D. Campbell.

Research paper writing. Students work on one project, for example, a research paper on a topic of their choice (if for another course, permission of the other instructor is mandatory), a thesis proposal, pre-thesis, or part of a thesis such as the literature review. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences supplement class work. Separate sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: placement by examination.

M. Martin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who feel the desire for refining and developing their ability to express themselves clearly and effectively. As much as possible, students receive individual attention.

Freshman Writing Seminar**ENGLB 215-216 English for Later Bilinguals**

For description see freshman writing seminar brochure.

Ewe

See listings under Africana Studies and Research Center.

French

A. Cohn, (director of undergraduate studies, 216 Morrill Hall, 255-3073), L. R. Waugh.

For literature and advanced language courses see Romance Studies.

The Major

The French major has two separate tracks, the literature track and the linguistics track. The linguistics track is described here; for the literature track, see the description under Romance Studies. The major in French linguistics, is designed to give students proficiency in the oral and written language and to develop skills in the linguistic analysis of French.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French and/or linguistics at Cornell and become a major. Students wishing to major in French linguistics should consult Professor Linda Waugh, who will advise them.

The French Linguistics Major

To be admitted to the major, students should have completed Linguistics 101 and French 200, 203, 205 or 213 (or their equivalents) by the end of the sophomore year. It is expected that all students in the major will also take either French 220, 221 or 222, preferably by the end of the sophomore year.

To complete the major, a student must:

- 1) acquire a sound degree of competence in French. This competence is demonstrated by the successful completion of French 312 (or its equivalent) or by the passing of a special examination. Typically, students in the major will have taken 312 by the end of their junior year.
- 2) take six courses in French, Romance, and general linguistics (in addition to Linguistics 101). These courses will include at least one course concerning the history of French (e.g., French 401, Romance Linguistics 321, French 629 [listed under Romance Studies]), one course concerning the structure of French (e.g., French 408, 410, 604, Linguistics 323), and one other course in French linguistics.

- 3) take two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture. (This requirement may be waived for students who are double majors in other fields).

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from Jacques Béraud, director of undergraduate studies, Department of Romance Studies. (See the description of the program in Paris sponsored by Cornell under the Department of Romance Studies.)

Study Abroad in Geneva

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students who have an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

Honors. The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a

unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

FRDML 101 Basic Course I

Summer only. 6 credits.

M. J. Davis.

An introductory course offering opportunities for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Students who have previously studied French must take the placement examination or receive permission from the instructor before registering for this course.

FRDML 121 Elementary French

Fall or spring. 4 credits. Spring enrollment limited. No prerequisites. Intended for beginning students or those placed by examination.

Fall: N. Gabriel. Spring: M. J. Davis.

The four recitation sections per week offer the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Lectures offer insights into French language, culture, and society.

FRDML 122 Elementary French

Fall or spring. 4 credits. Prerequisite: French 121 or CPT or FPT score between 370 and 440. Students who receive an FPT score of 560 after French 122 attain qualification and may enter the 200-level sequence; otherwise, French 123 is required for qualification.

Fall: M. J. Davis. Spring: N. Gabriel.

The goal of French 122 is to build on the students' elementary knowledge of French so that they can function in basic situations in a French-speaking culture. Sections continue to provide intensive, context-specific practice in speaking, listening, reading, and writing. Lectures address cultural and linguistic issues.

FRDML 123 Continuing French

Fall, spring, or summer. 4 credits. Limited to students who have previously studied French and have a CPT or FPT score between 450 and 559. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement.

A. Grandjean-Levy.

French 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see a foreign language as something more than a bunch of skills to be memorized. The course features authentic texts, a functional grammar, and

exchange students from France who visit the sections.

FRDML 200 Intermediate Reading and Writing

Fall or spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-649). Satisfactory completion of French 200 fulfills the proficiency portion of the language requirement.

C. Sparfel.

A language course based on contemporary reading material. Strengthening of reading and writing skills; review and expansion of vocabulary and grammar. Taught in French.

FRDML 203 Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-649). Satisfactory completion of French 203 fulfills the proficiency portion of the language requirement.

I. Daly.

Improved control of French grammatical structure and vocabulary through guided conversation, composition, and reading. Lectures include grammar review, videos on current topics, and cultural presentations. Taught in French.

FRDML 205 Intermediate French: le français multicolore #

Spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score of 560-649). Satisfactory completion of French 205 fulfills the proficiency portion of the language requirement.

N. Gabriel.

Review and expansion of grammar and vocabulary, and opportunities to strengthen active language skills within the context of the wider French-speaking world. Contemporary readings; video and audio materials; and people from francophone countries of Europe, Africa, and the Americas will provide bases for individual and group projects. Taught in French.

FRDML 213 Intermediate Composition and Conversation II

Fall, spring, or summer. 3 credits. Enrollment limited. Prerequisite: proficiency in French (French 200, 203, or 205), permission of instructor, or placement by Cornell Advanced Standing Examination (CASE) offered by the Department of Modern Languages and Linguistics. This course, or its equivalent, is required for admission to the Cornell Abroad program.

C. Waldron.

Emphasis on improving oral and written expression of accurate, idiomatic French along with enrichment of vocabulary and treatment of specific problems of grammar. Contemporary readings, newspaper articles on current events, television news, movies, and guest speakers will provide a basis for the courses content. (Varying emphasis on the elements according to section.) Taught in French.

There will be two special sections:

French through cinema. Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis on the cultural and historical context as it relates to French contemporary society.

C. Waldron.

French through current events. Fall only. French daily television satellite news

broadcasts and a subscription of a Le Figaro-related weekly will be the basis for the study of current events and contemporary French culture. Assignments will require some research on related topics for reports and papers and production of a television news broadcast.

A. Grandjean-Levy.

[FRDML 401 History of the French Language #

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years. Not offered 1993-94.

Staff.

Diachronic development of French from Latin, with emphasis on phonological and morphological change. Course work includes problems in reconstruction, textual analyses, discussions of theoretical topics, and external history.]

[FRDML 407 Applied Linguistics: French

Fall. 4 credits. Prerequisite: qualification in French. Offered alternate years. Not offered 1993-94.

Staff.

Designed to equip the student with the ability to apply linguistic descriptions in teaching French, with special emphasis on phonetics and morphology.]

FRDML 408 Linguistic Structure of French I (also Linguistics 408)

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101 or Linguistics 400, or permission of instructor. Offered alternate years.

A. Cohn.

A synchronic study and analysis of modern French, with emphasis on its phonology and morphology.

[FRDML 410 Linguistic Structure of French II

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1993-94.

L. Waugh.

A synchronic study and analysis of modern French, with emphasis on semantics, pragmatics, and discourse analysis.]

[FRDML 604 Contemporary Theories of French Grammar

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1993-94.

L. Waugh.

Selected readings of twentieth-century French linguistics.]

FRDML 630 French for Reading—Graduate Students

Spring and summer. 3 credits. Limited to graduate students.

Staff.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

[FRDML 700 Seminar in French Linguistics

Fall or spring, according to demand. Credit to be arranged. Not offered 1993-94.

Staff.

Seminars are offered according to faculty interest and student demand. Topics in recent

years have included current theories in French phonology, current theories in French syntax, and semantics of French.]

German

W. Harbert, (director of undergraduate studies, 210 Morrill Hall, 255-8441), J. H. Jasanoff. For literature courses see German Studies.

The German Major

See German Studies.

Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. For further information, students should contact W. Harbert, director of undergraduate studies, Department of Modern Languages and Linguistics (210 Morrill Hall, 255-8441), and the Cornell Abroad Office (474 Uris Hall, 255-6224).

German Area Studies Major

See German Studies.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

Freshman Writing Seminar Requirement

See German Studies.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

GERLA 121-122 Elementary German

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite for German 122: German 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after

German 121–122 attain qualification and may enter the 200–level sequence; otherwise German 123 is required for qualification. Evening prelims.

D. McGraw.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

GERLA 123 Continuing German

Fall or spring. 4 credits. Limited to students who have previously studied German and have a CPT achievement score between 450 and 559. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement.

D. Hobbs.

An all-skills course designed to prepare students for study at the 200 level.

GERLA 203 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: qualification in German (German 123 or CPT score of 560–649).

G. Lischke.

Conversation; review of selected points of grammar; composition; reading of literary and non-literary texts; discussion of current events and videos; emphasis on development of accurate and idiomatic expression. Fulfills language proficiency requirement.

GERLA 204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor. Evening prelims.

G. Valk.

Emphasis on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in conversational context. Material consists of readings in contemporary prose, articles on current events, a novel and discussion of several videos; treatment of specific grammar issues, and computer assisted instruction in writing.

GERLA 303–304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Prerequisite for German 303: German 204 or equivalent. Prerequisite for German 304: German 303 or equivalent.

G. Valk.

303: Emphasis on increasing the students' oral and written command of German. Study of the language in different text types, such as newspaper, magazines, and two novels. Discussion of current events and literary texts provides background on the history, politics, and social conflicts of German-speaking countries.

304: Course materials include *DIE ZEIT*, other German newspaper/magazine articles, and two contemporary novels. Emphasis on vocabulary development pertinent to issues of today's German-speaking countries. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

GERLA 306 Zeitungsdeutsch

Fall. 4 credits. Prerequisite: German 304 or equivalent.

G. Lischke.

Analysis of various German daily and weekly newspapers with special emphasis on stylistic differences in journalism; discussion of current

events. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

[GERLA 401 Introduction to Germanic Linguistics

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1993–94. W. E. Harbert.

Survey of major issues in historical Germanic linguistics.]

[GERLA 402 History of the German Language #

Spring. 4 credits. Prerequisites: German 204 and Linguistics 101 or permission of instructor. Offered alternate years. Not offered 1993–94. Staff.

Phonological, morphological, syntactic, and semantic developments from pre-Old High German times to the present.]

[GERLA 404 Modern German Syntax

Spring. 4 credits. Prerequisite: German 304 or equivalent, and Linguistics 101 or 303. Not offered 1993–94.

W. E. Harbert.

An application of selected theoretical syntactic models to problems in the syntax of modern German.]

[GERLA 406 Runology #

Spring. 4 credits. Prerequisite: German 401. Not offered 1993–94.

W. E. Harbert.

A study of the inscriptions in the older futhork and their relevance to historical Germanic linguistics.]

GERLA 407 Teaching German as a Foreign Language

Fall. 2 credits.

Staff.

This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given topics such as planning syllabi, writing classroom tests, and evaluating student's performance.

GERLA 602 Gothic

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years.

W. E. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.

[GERLA 603 Old High German, Old Saxon

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1993–94.

W. E. Harbert.]

GERLA 605 Structure of Old English

Fall. 4 credits. Prerequisite: German 401. Offered alternate years.

W. E. Harbert.

Linguistic overview of Old English, with emphasis on phonology and syntax.

[GERLA 606 Topics in Historical Germanic Phonology

Fall. 4 credits. Prerequisite: German 401. Not offered 1993–94.

Staff.

The development of the sound system from Proto-Germanic to its daughter languages.]

[GERLA 607 Topics in Historical Germanic Morphology

Fall. 4 credits. Prerequisite: German 401. Not offered 1993–94.

J. Jasanoff.

The Germanic verbal system and its Indo-European origins.]

GERLA 608 Topics in Historical Germanic Syntax

Fall. 4 credits. Prerequisite: German 401. W. E. Harbert.

A diachronic and comparative investigation of syntactic processes in the older Germanic languages.

GERLA 609–610 Old Norse

609, fall; 610, spring. 4 credits each term. Staff.

Study of the linguistic structure of Old Norse, with extensive reading of Old Norse texts.

[GERLA 611 Readings in Old High German and Old Saxon

Spring. 4 credits. Not offered 1993–94.

J. Jasanoff.

Texts are chosen to suit the interests of the students taking the course but normally include selections from the more extensive Old High German and Old Saxon sources (Otfrid, Tatian, Heliand) as well as representative shorter works such as Hildebrandslied, Muspilli, and Genesis.]

GERLA 631–632 Elementary Reading I, II

631, fall or summer; 632, spring or summer. 3 credits each term. Limited to graduate students. Prerequisite for German 632: German 631 or equivalent.

G. Appel.

Two-course sequence specifically designed to help students acquire German for reading academic texts from various disciplines. Orientation is toward developing reading strategies, building vocabulary, and utilizing knowledge of text structure to facilitate text understanding. The majority of reading materials will be selected on the basis of individual needs and interests of the participants in the course.

[GERLA 710 Seminar in Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1993–94. Staff.]

[GERLA 720 Seminar in Comparative Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1993–94.

Staff.

Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.]

[GERLA 730 Seminar in German Linguistics

Fall or spring, subject to the needs of students and the limitations of staff time. 4 credits. Not offered 1993–94.

Staff.

Selected topics including the history, structure, and dialects of German.]

Modern Greek

See listings under Classics.

Modern Hebrew

See listings under Near Eastern Studies.

Hindi

Fees. A small fee may be charged for photocopied texts for course work.

HINDI 101-102 Elementary Hindi-Urdu 101, fall; 102, spring. 6 credits each term. Prerequisite for Hindi-Urdu 102: Hindi-Urdu 101 or equivalent.

C. Fairbanks.

A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take 109-110. Check with instructor regarding placement.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term. Prerequisite for Hindi-Urdu 110: Hindi-Urdu 109 or equivalent.

C. Fairbanks.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence will provide a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of 110, will constitute a level of performance equal to that of the 101-102 sequence, and will thus be considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

[HINDI 201-202 Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor. Not offered 1993-94.

C. Fairbanks.]

HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor.

C. Fairbanks.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203 video materials are used and the emphasis is on the conversational aspect of the language. In 204 the focus shifts to reading skills, and the main text used is a popular novel.

HINDI 301-302 Advanced Readings in Hindi Literature @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Hindi 301, Hindi 202; for Hindi 302, Hindi 301 or equivalent.

C. Fairbanks.

Selected readings in modern Hindi literature.

[HINDI 303-304 Advanced Composition and Conversation @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent. Not offered 1993-94.

C. Fairbanks.]

[HINDI 305-306 Advanced Hindi Readings @

305, fall; 306, spring. 4 credits each term. Prerequisites: for Hindi 305, Hindi 202 or

equivalent; for Hindi 306, Hindi 305 or equivalent. Not offered 1993-94.

C. Fairbanks.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.]

Note: For complete descriptions of courses numbered 600 and above, consult the appropriate instructor.

[HINDI 700 Seminar in Hindi Linguistics

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered 1993-94. Staff.]

Hungarian

Fees. A small fee may be charged for photocopied texts for course work.

[HUNGAR 131-132 Elementary Hungarian

131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Not offered 1993-94.

Staff.

Intended for beginners or students with limited knowledge of the language.]

Indonesian

For students who have completed Indonesian 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (307 Morrill Hall, 255-0733).

Fees. A small fee may be charged for photocopied texts for course work.

INDO 121-122 Elementary Indonesian

121, fall; 122, spring. 4 credits each term. Prerequisite for Indonesian 122: Indonesian 121.

J. U. Wolff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

INDO 123 Continuing Indonesian

Fall. 4 credits. Prerequisites: Indonesian 122 or equivalent. Satisfactory completion of INDO 123 fulfills the qualification portion of the language requirement.

J. U. Wolff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

INDO 205-206 Intermediate Indonesian @

205, fall; 206, spring. 3 credits each term.

Prerequisite for 205: Indonesian 123 or equivalent; Indonesian 206: Indonesian 205 or equivalent. Satisfactory completion of INDO 205 fulfills the proficiency portion of the language requirement.

J. U. Wolff.

This course develops all four skills: reading, writing, speaking, and comprehension.

[INDO 300 Linguistic Structure of Indonesian

Fall or spring. 4 credits. Prerequisites: Indonesian 123 or equivalent and Linguistics 101. Not offered 1993-94.

Hours to be arranged. J. U. Wolff.]

[INDO 301-302 Advanced Readings in Indonesian and Malay

301, fall; 302, spring. 4 credits each term. Prerequisites: for Indonesian 301, Indonesian 205-206 or equivalent; for Indonesian 302, Indonesian 301. Not offered 1993-94.

J. U. Wolff.]

[INDO 303-304 Advanced Indonesian Conversation and Composition

303, fall; 304, spring. 4 credits each term. Prerequisites: for Indonesian 303, Indonesian 206; for Indonesian 304, Indonesian 303 or equivalent. Not offered 1993-94.

J. U. Wolff.]

[INDO 305-306 Directed Individual Study

305, fall; 306, spring. 2-4 credits. Prerequisite: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. Not offered 1993-94.

J. U. Wolff.

A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.]

[INDO 401-402 Advanced Readings in Indonesian and Malay Literature

401, fall; 402, spring. 4 credits each term. Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or equivalent. Not offered 1993-94.

J. U. Wolff.]

FALCON (Full-year Asian Language Concentration)

INDO 161-162 Intensive Indonesian

161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor.

J. U. Wolff and staff.

Related Course

Seminar in Austronesian Linguistics (Linguistics 655-656).

Italian

G. Chierchia, C. Rosen.

For literature courses see Romance Studies.

The Italian Major

See Romance Studies.

Study Abroad

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo

include: Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome; Italian 111, 112, elementary Italian 111 and 112 correspond to Cornell courses 121 and 122 respectively (see below). Students having passed 111 in Rome will be admitted to 122 when they get back to Cornell. Students having passed 112 in Rome will be granted credit but must take the Italian Skills Assessment for satisfaction of the language requirement and for placement into more advanced courses upon their return to Cornell. More advanced Italian classes in Rome are also being organized.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Study Abroad in Italy

Cornell collaborates with six other major U.S. universities in sponsoring the Bologna Cooperative Studies Program (BCSP) for study abroad in Bologna, Italy. Through BCSP, advanced students can experience total immersion in Italian education and culture in a city that combines a long and rich history with modern prosperity and an active commercial and cultural life. Students attend classes at the University of Bologna, the oldest institution of higher learning in Europe and one of Italy's most respected. The academic year begins in September and October with an intensive six-week orientation in Bologna, which includes instruction in Italian grammar, conversation, and history. When the University of Bologna's academic year commences in November, students enroll in three regular, year-long courses with Italian students. In addition, students take one of the special one-semester BCSP courses in contemporary literature, art history, the European Community, and Italian language. University of Bologna faculty members teach the BCSP courses.

Housing is arranged through the BCSP program office in Bologna. Students live in rented apartments near the university with other program participants and Italian roommates.

Students with advanced preparation in Italian who hold at least a "B" average and have reached at least junior standing when program participation begins are eligible. The minimum Italian language preparation is the completion of Italian 204 or its equivalent. Students interested in the study abroad program in Bologna should consult the Cornell Abroad office for further information.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

ITALA 101 Basic Course I

Summer only. 6 credits.

Staff.

A thorough grounding in all basic language skills. Students who have previously studied Italian must take the qualifying examination before registering for this course.

ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term. Prerequisite for Italian 122: Italian 121 or equivalent. Intended for beginners or students placed by examination. At the end of Italian 122, students who score 560 or higher on the Italian Skills Assessment attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification.

Fall: S. Stewart; Spring: M. Swenson. A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall. 4 credits. Limited to students who have previously studied Italian and score between 450 and 559 on the Italian Skills Assessment. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement.

J. Scarpella.

Italian 123 is an all-skills course designed to improve speaking and reading ability, to establish a groundwork for correct writing, and to provide a substantial grammar review.

ITALA 203-204 Intermediate

Composition and Conversation @

203, fall or spring; 204, fall or spring. 3 credits each term. Prerequisites: for Italian 203, qualification in Italian; for Italian 204, 203 or equivalent.

203, fall: K. Battig. 203, spring:

J. Scarpella. 204, fall: M. Swenson; spring: K. Battig.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listing under Italian 201 for description of this course, which may be taken concurrently with the Italian 203-204 language courses described above. The introductory literature courses are offered by the respective literature departments, and the 203-204 language courses by the Department of Modern Languages and Linguistics.

ITALA 300 has been renumbered as ITALA 313.

ITALA 313 Advanced Italian: Language in Italian Culture

Fall. 3 credits. Prerequisite: Italian 204 or equivalent or permission of instructor. ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

M. Swenson.

Further development of all skills. Readings and discussions center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, evolution, and present state, including the role of the dialects. Emphasis on vocabulary building and awareness of stylistic levels.

ITALA 314 Advanced Italian: Language and Social Issues

Spring. 3 credits. Prerequisite: Italian 204 or equivalent. ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

S. Stewart.

Further development of all skills, with emphasis on self-expression. Content: evolution and crisis in Italian politics, values,

and national identity against the background of European unification. Social movements, issues, and attitudes, especially as reflected in the mass media.

ITALA 403 Linguistic Structure of Italian

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years.

C. Rosen.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include (auxiliaries, modals, clitics, reflexive constructions agreement, impersonal constructions, causatives.

[ITALA 404 History of the Italian Language

Spring. 4 credits. Prerequisites: Linguistics 321 and either Italian 201 or 203 or equivalent. Offered alternate years. Next offered 1994-95.

C. Rosen.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[ITALA 631 Readings in Italian Opera Libretti

Fall or spring. 2 credits. For graduate students only. Prerequisite: permission of instructor. Offered concurrently with appropriate seminars in the Department of Music. Not offered 1993-94.]

Japanese

For literature courses see Asian Studies.

Fees. A small fee may be charged for photocopied texts for course work.

JAPAN 101-102 Elementary Japanese

101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration. Intended for beginners or for those who have been placed in the course by examination.

Y. Nakanishi.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

JAPAN 123 Accelerated Introductory Japanese

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester.

Staff.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study, but who require additional training to qualify for admission to Japanese 102.

JAPAN 201-202 Intermediate Japanese Reading I @

201, fall; 202, spring. 2 or 3 credits each term. Students currently taking Japanese 203 and 204 register for 2 credits and attend the W drill and the F lecture; other students register for 3 credits (with permission of instructor) and attend the W drill and the M, W, F lectures. Prerequisites: for Japanese 201, Japanese 102 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 204 or placement by the instructor during registration.

Staff.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 203-204 Intermediate Japanese Conversation @

203, fall and summer; 204, spring and summer. 4 credits each term. Prerequisites: for Japanese 203, Japanese 102 or placement by the instructor during registration; for Japanese 204, Japanese 203, 205, or 223, or placement by the instructor during registration.

Staff.

Training in listening and speaking for students who have acquired basic oral proficiency. Students are strongly encouraged to enroll in Japanese 201-202 concurrently.

JAPAN 301-302 Intermediate Japanese Reading II @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Japanese 301, Japanese 202 or placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration.

K. Selden and staff.

Reading of selected modern texts with emphasis on expository style.

JAPAN 303-304 Communicative Competence @

303, fall; 304, spring. 3 credits each term. Prerequisites: for Japanese 303, Japanese 204 or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration.

Y. Katagiri.

Drill in the use of spoken Japanese within the constraints set by Japanese social settings.

JAPAN 341-342 Advanced Japanese for Business Purposes @

341, fall; 342, spring. 4 credits each term. Prerequisite: permission of instructor. Meets concurrently with Japan 545-546.

R. Sukle.

This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

JAPAN 401-402 Advanced Japanese Reading @

401, fall; 402, spring. 4 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration.

K. Selden and staff.

Reading of selected modern texts with emphasis on expository style. One section of Japanese 401-402 specializes in business/social science materials. Consult with John Whitman.

[JAPAN 404 Linguistic Structure of Japanese

Fall. 4 credits. Prerequisites: Japanese 102 or permission of instructor, and Linguistics 101, or equivalent introductory course in linguistics. Offered alternate years. Not offered 1993-94.

J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

JAPAN 407-408 Oral Narration and Public Speaking

407, fall; 408, spring. 2 credits each term. Prerequisites: for Japanese 407, Japanese 304 or placement by the instructor during

registration; for Japanese 408, Japanese 407 or placement by the instructor during registration.

Y. Ueno.

Instruction in storytelling, lecturing, and speechmaking, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

[JAPAN 410 History of the Japanese Language @#

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1993-94.

J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

JAPAN 421-422 Directed Readings

421, fall; 422, spring. Credit to be arranged. Limited to advanced students and offered according to staff-time availability. Prerequisite: placement by the instructor during registration.

K. Selden.

Topics are selected on the basis of student needs.

JAPAN 543-544 Intermediate Japanese for Business Purposes

543, fall; 544, spring. 4 credits. For graduate students only.

R. Sukle.

Training in listening and speaking for students who have acquired basic oral proficiency. For students in international business and economics.

JAPAN 545-546 Advanced Japanese for Business Purposes

For graduate students only; undergraduates register for Japanese 341-342. Meets concurrently with Japanese 341-342.

R. Sukle.

This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

FALCON (Full-year Asian Language Concentration)

R. Sukle, 412 Morrill Hall (255-0734)

JAPAN 160 Introductory Intensive Japanese

Summer only. 10 credits.

R. Sukle and staff.

Introduction to spoken and written Japanese, including extensive drill with native speakers of the language, laboratory work, and lectures by the linguistics faculty on linguistic analysis and language and culture.

JAPAN 161-162 Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each term. Prerequisites: for Japanese 161, Japanese 102 or 160 (Cornell summer intensive course) at Cornell, or placement by the instructor during registration; for Japanese 162, Japanese 161 at Cornell or placement by the instructor during registration.

R. Sukle and staff.

Formal application to the program and acceptance is required for admission.

Javanese

Fees. A small fee may be charged for photocopied texts for course work.

JAVA 131-132 Elementary Javanese

131, fall; 132, spring. 3 credits each term. Prerequisite: for Javanese 132, Javanese 131 or equivalent.

J. U. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.

JAVA 133-134 Continuing Javanese

133, fall; 134, spring. 3 credits each term. Prerequisites: for Javanese 133, Javanese 132 or equivalent; for Javanese 134, Javanese 133 or equivalent.

J. U. Wolff and staff.

JAVA 203-204 Directed Individual Study

203, fall; 204, spring. 3 credits. Prerequisite: Javanese 134 or equivalent.

J. U. Wolff and staff.

This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.

Old Javanese

See Linguistics 651-652.

Khmer (Cambodian)

Fees. A small fee may be charged for photocopied texts for course work.

KHMER 101-102 Elementary Khmer

101, fall; 102, spring. 6 credits each term. Prerequisite for Khmer 102: Khmer 101 or equivalent.

G. Diffloth and staff.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

KHMER 201-202 Intermediate Khmer Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201.

G. Diffloth and staff.

Continuing instruction in spoken and written Khmer.

KHMER 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203.

G. Diffloth and staff.

Letter writing and other forms of composition.

KHMER 301-302 Advanced Khmer @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Khmer 301, Khmer 202 or equivalent; for Khmer 302, Khmer 301.

G. Diffloth and staff.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

KHMER 401-402 Directed Individual Study

401, fall; 402, spring. For advanced students. 4 credits each term. Prerequisite: permission of instructor.

G. Diffloth.

Various topics according to need.

KHMER 403-404 Structure of Khmer
403, fall; 404 spring. 4 credits each term.
Prerequisite: Linguistics 101 or equivalent.
G. Diffloth.

Korean

Fees. A small fee may be charged for photocopied texts for course work.

KOREA 101-102 Elementary Korean
101, fall; 102, spring. 4 credits each term.
H. Diffloth.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and rudiments of grammar.

KOREA 109-110 Elementary Reading
109, fall; 110, spring. 3 credits each term.
Prerequisite: permission of instructor.
Satisfactory completion of Korean 110 will fulfill the qualification portion of the language requirement.

H. Diffloth.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

KOREA 201-202 Intermediate Korean @
201, fall; 202, spring. 4 credits each term.
Prerequisite: for Korean 201, Korean 102 or permission of instructor; for Korean 202, Korean 201.

H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

KOREA 301-302 Advanced Korean
301, fall; 302, spring. 4 credits each term.
Prerequisites: for Korean 301, Korean 202 or placement by instructor; for Korean 302, Korean 301 or placement by instructor.

H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced drill on the spoken language.

Languages

Fees. A small fee may be charged for photocopied texts for course work.

LANG 300 Independent Language Study
Fall or spring. 1-4 credits. Prerequisite: permission of instructor.

Staff.

Languages are sometimes taught on a specialized basis when faculty are available to address particular student needs. Sections will be arranged with the instructor.

Latin

See listings under Classics.

Linguistics

Linguistics, the systematic study of human speech, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Modern Languages and Linguistics span most of the major subfields of linguistics, phonetics and phonology, the study of speech sounds; syntax, the study of sentence structure; semantics, the study of meaning; historical linguistics, the study of language change in time; sociolinguistics, the study of language as

a social and cultural artifact; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and similar practical concerns.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, which is a prerequisite for most other courses in the field. The Cornell Linguistic Circle, a student organization, sponsors frequent colloquia on linguistic topics; these meetings are open to the university public, and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

The prerequisite for a major in linguistics is the completion of Linguistics 101 and either Linguistics 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other requirements for the linguistics major are as follows:

- 1) Linguistics 201 (Introduction to phonetics and phonology) or Linguistics 203 (Introduction to syntax and semantics), whichever one was not taken as a prerequisite to the major
- 2) Linguistics 410 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:
Linguistics 301 (Phonology I)
Linguistics 303 (Syntax I)
Linguistics 309 or 310 (Morphology I or II)
Linguistics 319 (Phonetics I)
Linguistics 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401, or Field Methods.
- 5) One additional linguistics course for at least 4 credit hours, which may be a course with significant linguistic content in a related field.

Honors. Applications for honors should be made during the junior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be begun in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

Distribution Requirement

The distribution requirement in the social sciences may be satisfied by taking Linguistics 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

Note: See also courses on the structure and history of particular languages or language families listed at the end of this section.

Fees: Depending on the course, a small fee may be charged for photocopied texts for course work.

LING 101 Theory and Practice of Linguistics

101, fall, spring, or summer. 4 credits each term

Fall: M. Diesing; spring: W. Harbert.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. Linguistics 101 plus any other course in linguistics or any DMLL course for which Linguistics 101 is a prerequisite satisfies the social science distribution requirement.

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor.

A. Cohn.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course will focus on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course will focus on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor.

S. McConnell-Ginet, J. Whitman.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course will consider issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The

other part of the course will focus on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how it is encoded in the syntax.

LING 244 Language Use and Gender Relations (also Women's Studies 244)

Fall. 4 credits. For non-majors or majors. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

[LING 264 Language, Mind, and Brain]

Fall. 4 credits. For non-majors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 1993-94.

J. S. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[LING 300 Multilingual Societies and Cultural Policy @]

Fall. 4 credits. Not offered 1993-94. Staff.

An interdisciplinary analysis of the impact of bilingualism on society, particularly in education and communication arts. The FLEX model is used to suggest a method of evaluating policy and program alternatives.]

LING 301-302 Phonology I, II

301, fall; 302, spring. 4 credits each term. Prerequisites: for Linguistics 301, Linguistics 201 or equivalent; for Linguistics 302, Linguistics 301 or permission of instructor.

Fall: A. Cohn; spring: D. Zec.

Basic topics in contemporary phonological theory, which studies the representational structures and principles underlying the human ability to produce and understand spoken language. 301: Adopting a cross-linguistic perspective, develops a conception of phonological representations in which different types of phonological information are arrayed on distinct structural planes. Includes the study of segmental features and their organization, the supra-segmental quantity, and syllable organization. Relations of phonology with morphology, syntax, and phonetics. 302: Using American English as a case study, explores phonological rules and

their systematic relations. Principles of syllabification and metrical structure. The organization of the rule system, constraints on rule interaction, lexical and morphological conditioning of rules, stratal and prosodic organization. Evidence for the mental representation of speech; principles of phonological acquisition.

LING 303-304 Syntax I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: for Linguistics 303, Linguistics 203; for Linguistics 304, Linguistics 303 or permission of instructor.

Fall: V. Carstens; spring: W. Harbert.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

[LING 306 Functional Syntax]

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1993-94. Staff.

A general survey of syntactic theories that highlight grammatical function and reveal its role in discourse structure.]

LING 309-310 Morphology I, II

309, fall; 310, spring. 4 credits each term. Prerequisite: for Linguistics 309; Linguistics 101 or equivalent or permission of instructor; for Linguistics 310: Linguistics 203 or permission of instructor.

Fall: D. Zec; spring: staff.

309 is a general survey focusing on the relationship of meaning and form in morphology and introducing techniques of morphological analysis. Current research on form-meaning questions is discussed. 310 considers recent discussions in morphological theory, in particular the relationship of morphology and syntax.

[LING 311-312 The Structure of English]

311, fall; 312, spring. 4 credits each term. Prerequisites: for Linguistics 311, Linguistics 101 or permission of instructor; for Linguistics 312, Linguistics 311 or permission of instructor. Not offered 1993-94.

S. McConnell-Ginet.

311 provides an overview of the syntactic structure of English, drawing upon relevant theoretical approaches. 312 deals with phonology, morphology, and special problems of English structure and semantics.]

[LING 316 Introduction to Mathematical Linguistics]

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent. Offered alternate years. Not offered 1993-94.

F. Landman.

The course is an introduction to the mathematical concepts and techniques most frequently used in theoretical linguistics. Topics will include the following: elementary set theory, elementary logic, formal systems and algorithms, and trees, automata, and formal grammars. The course is designed for students who are interested in formal linguistics but feel they have a weak mathematical background. It presupposes no previous knowledge of formal methods and it will try to overcome any "anxiety" that such methods may give rise to.]

LING 319 Phonetics I

Fall. 4 credits. Prerequisite: Linguistics 201 or permission of instructor.

A. Jongman.

Provides a basic introduction to the study of phonetics. Topics to be covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, stress and intonation.

LING 320 Phonetics II

Spring. 4 credits. Prerequisite: Linguistics 319.

A. Jongman.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects will be part of the course.

LING 321-322 History of the Romance Languages #

321: fall; 322: spring. 4 credits each term. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years.

C. Rosen.

321: Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.

[LING 323 Comparative Romance Linguistics]

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1993-94.

C. Rosen.

Concise survey of Romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

LING 325 Pragmatics

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of instructor.

S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.

[LING 334 Non-Linear Syntax]

Fall. 4 credits. Prerequisite: Linguistics 303 or equivalent. Not offered 1993-94.

C. Rosen.

Analyses of some twenty diverse languages are examined with the aim of building a formal account of the syntactic constructions existing in the world's languages, and discerning universals that delimit this inventory. Non-linear theory, designed for comparative work, depicts constructions in the abstract, not imagining them as arrays of elements in space. Simultaneously it studies the morphosyntactic systems that relate constructions to their linear realizations.]

[LING 366 Spanish in the United States (also Spanish 366)]

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Offered alternate years. Applicable toward the social science distribution requirement. Not offered 1993-94.

J. Lantolf.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.]

[LING 370 Language and Cognition (also Psychology 370)]

Spring. 4 credits. Prerequisite: Linguistics 101 or 264 or Psychology 215, or permission of one of the instructors. Not offered same years as Psychology 416. Not offered 1993-94.

J. Bowers.

Examination of current research on selected topics on language from both linguistic and psychological perspectives. Topics may include: Universal Grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.]

[LING 390 Independent Study in Linguistics]

Fall or spring. 1-4 credits variable. Prerequisite: Linguistics 101 or permission of instructor.

Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

[LING 400 Semiotics and Language (also Comparative Literature 410)]

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature: or permission of instructor. Not offered 1993-94.

L. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Jakobson) and to language as a semiotic system. The particular topics to be discussed will depend on the interest of the students.]

[LING 401 Language Typology]

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent.

J. Gair.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertory of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and anaphora.

[LING 403 Introduction to Applied Linguistics]

Fall. 4 credits. Prerequisite: A course in the structure of a language at the 400 level. Not offered 1993-94.

J. Lantolf.

Examination of the theoretical bases of applied linguistics, including second-language learning and current language-teaching methodologies.]

[LING 405-406 Sociolinguistics]

405, fall; 406, spring. 4 credits each term. Prerequisite: Linguistics 101 or permission of instructor. Linguistics 405 is not a prerequisite to 406.

J. U. Wolff.

405: Social differences in the use of language according to sex, class, age, race, situation, etc. Societal multilingualism, diglossia, etc. Social attention to language: norms and standards, taboo and euphemism, and language planning. 406: the study of language variation. Theoretical and methodological issues in the study of sociolinguistic differences. Variable rules, locating variation in the grammar, and quantitative methods in linguistics.

[LING 409 Psycholinguistics of Second-Language Reading]

Spring. 4 credits. Prerequisite: permission of instructor.

G. Appel, J. Lantolf.

In-depth analysis of the research on the reading process in a second language. Topics include processing of narrative vs. expository texts (descriptive, problem solving, causative, etc.); comparison of the reading process in native vs. second languages, and development of methodologies for the teaching of reading in the second-language classroom.

[LING 410 Introduction to Historical Linguistics]

Spring. 4 credits. Prerequisite: Linguistics 201 or permission of instructor.

J. Jasanoff.

A survey of the basic mechanisms of linguistic changes, with examples from a variety of languages.

[LING 418 Nonlinear Phonology]

Fall. 4 credits. Prerequisite: Linguistics 301. Not offered 1993-94.

A. Cohn.

Explores a comprehensive model of phonological description arising out of work in autosegmental and metrical phonology. Particular topics include tone systems, syllable structure, quantity, stress and intonation, vowel harmony, and feature organization. These topics are related to fundamental issues in phonological theory such as naturalness, markedness, learnability, and universals. Emphasis will be placed on phonological analysis and developing familiarity with the current literature.]

[LING 421-422 Semantics I, II]

421, fall; 422, spring. 4 credits each term. Prerequisites: for Linguistics 421, Linguistics 203; for Linguistics 422, Linguistics 421 or permission of instructor.

Fall: F. Landman. Spring: Staff.

421: an introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences.

422: guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics, whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually

drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

[LING 430 Structure of Korean @]

Spring. 4 credits. Offered alternate years.

J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.

[LING 431 Structure of an African Language]

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of the instructor. Offered alternate years. Not offered 1993-94.

V. Carstens.

A survey of the grammar of an African language in light of current linguistic theory.]

[LING 436 Language Development (also Psychology 436 and Human Development and Family Studies 436)]

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Offered alternate years.

B. Lust.

A survey of basic issues, methods, and research in study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child.

[LING 440 Dravidian Structures @]

Spring, according to demand. 4 credits. Prerequisite: Linguistics 101.

J. W. Gair.

A comparative and constrative analysis of the structures of several Dravidian languages.

[LING 442 Indo-Aryan Structures @]

Fall, according to demand. 4 credits. Prerequisite: Linguistics 101. Not offered 1993-94.

J. W. Gair.

Typological discussion of the languages of the subfamily. Specific topics and emphasis may vary depending on the interest of the students.]

[LING 443-444 Linguistic Structure of Russian (also Russian 403-404)]

443, fall; 444, spring. 4 credits each term. Prerequisites for Linguistics 443, permission of instructor and Linguistics 101; for Linguistics 444, Linguistics 443 or equivalent. Offered alternate years. Not offered 1993-94.

Staff.

A synchronic analysis of the structure of modern Russian. Linguistics 443 deals primarily with morphology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.

[LING 450 Computational Linguistics]

Fall. 4 credits. Prerequisite: Linguistics 203. Not offered 1993-94.

F. Landman.

In this course we will study questions concerning the generative capacity, learnability, and parsing of different syntactic models. Some knowledge of recent developments in syntax is important. Some knowledge of mathematical linguistics may be helpful, but is not required. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

[LING 493 Honors Thesis Research]

Fall. 4 credits.

Staff.

May be taken before or after Linguistics 494, or may be taken independently.

[LING 494 Honors Thesis Research]

Spring. 4 credits.

Staff.

May be taken as a continuation of, or before, Linguistics 493.

[LING 514 Syntax of African Languages]

Spring. 4 credits. Prerequisites: Linguistics 101 and permission of instructor.

V. Carstens.

Selected topics in the syntax of African languages.

[LING 600 Field Methods]

Fall or spring. 4 credits. Prerequisite: Linguistics 101 or 319.

G. Diffloth.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

[LING 601 Topics in Phonological Theory]

Fall. 4 credits. Prerequisites: Linguistics 301 and one higher-level course in phonology.

D. Zec.

Selected topics in current phonological theory.

[LING 603 History of Linguistics]

Fall. 4 credits. Not offered 1993-94.

Staff.

The history of linguistics from early Greek and Sanskrit grammarians to the modern period.]

[LING 604 Research Workshop]

Fall. 4 credits. Prerequisite: three or more semesters of graduate study in linguistics.

Staff.

Participants will present their own ongoing research and discuss it with their colleagues. Individual topics will be chosen on the basis of interest, experience, and probable focus of dissertation research.

[LING 607 Twentieth-Century Linguistics]

Spring. 4 credits. Prerequisite: at least one course in linguistics or permission of instructor. Offered alternate years. Not offered 1993-94.

L. Waugh.

The development of 20th-century linguistics in America and Europe.]

[LING 608 Discourse Analysis]

Fall. 4 credits. Prerequisite: permission of instructor.

Staff.

Linguistic theory applied to relationships beyond the sentence.

[LING 609 Greek Comparative Grammar (also Classics 421)]

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.

[LING 610 Latin Comparative Grammar (also Classics 422)]

Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1993-94.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LING 611 Greek Dialects (also Classics 425)]

Fall. 4 credits. Not offered 1993-94.

A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[LING 612 Italic Dialects (also Classics 424)]

Fall. 4 credits. Not offered 1993-94.

A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

[LING 613 Homeric Philology (also Classics 427)]

Fall. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1993-94.

A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, epicisms, and modernizations. The notion of a *Kunst-sprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[LING 614 Archaic Latin (also Classics 426)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 1993-94.

A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[LING 615 Mycenaean Greek (also Classics 429)]

Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1993-94.

A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

[LING 616 Syntax III]

Fall. 4 credits. Prerequisites: Linguistics 304 or permission of instructor.

C. Collins.

[LING 617-618 Hittite]

617, fall; 618, spring. 4 credits each term. Prerequisites: for Linguistics 617, permission of instructor; for Linguistics 618, Linguistics 617 or permission of instructor. Not offered 1993-94.

J. Jasanoff.]

[LING 619 Rigveda]

Fall. 4 credits. Not offered 1993-94.

J. Jasanoff.

Reading and linguistic analysis of selected Vedic hymns.]

[LING 620 Area Topics in Romance Linguistics]

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1993-94.

C. Rosen.]

[LING 621 Problems and Methods in Romance Linguistics]

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1993-94.

C. Rosen.]

[LING 623-624 Old Irish]

623, fall; 624, spring. 4 credits each term. Prerequisite for 624: 623 or permission of instructor.

J. Jasanoff.

[LING 625-626 Middle Welsh]**[LING 627 Advanced Old Irish]****[LING 631 Comparative Indo-European Linguistics]**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

J. Jasanoff.

An introduction to the comparative grammar of the Indo-European languages.]

[LING 633 Seminar in First-Language Acquisition: Cross-linguistic Studies of the Acquisition of Anaphora (also Human Development and Family Studies 633)]

Fall. 1-4 credits. Prerequisite: Linguistics 436 or equivalent or permission of instructor.

B. Lust.

This seminar will review and critique current theoretical and experimental studies of the first-language acquisition of anaphora, with a concentration on insights gained by cross-linguistic study of this area. The seminar will focus on relating current developments in linguistic theory regarding anaphora to current experimental research on first-language acquisition of anaphora. Attention will also be given to the development of research proposals.

[LING 635-636 Indo-European Workshop]

635, fall; 636, spring. 4 credits each term. Prerequisite: permission of instructor.

Fall: J. Jasanoff; spring: A. Nussbaum.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.

[LING 648 Speech Synthesis by Rule]

Spring. 4 credits. Prerequisite: Linguistics 301, 319, or permission of instructor. Offered alternate years.

S. R. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model will be proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.

[LING 651-652 Old Javanese]

Fall or spring, according to demand. 4 credits. Not offered 1993-94.

J. U. Wolff.

Grammar and reading of basic texts.]

LING 653-654 Seminar in Southeast Asian Linguistics

653, fall; 654, spring. 4 credits each term. Prerequisite: Linguistics 303 or permission of instructor. Linguistics 653 is not a prerequisite for 654.

G. Diffloth.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.

[LING 655-656 Seminar in Austronesian Linguistics]

655, fall; 656, spring. 4 credits each term. Prerequisites: for Linguistics 655, Linguistics 101 and permission of instructor; for Linguistics 656, Linguistics 655. Not offered 1993-94.

J. U. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

LING 657-658 Seminar in Austroasiatic Linguistics

[657, fall; 658, spring. 4 credits each term. Prerequisites: Linguistics 101 or permission of instructor.

G. Diffloth.

Descriptive and comparative studies of Austroasiatic languages.

LING 700 Seminar

Fall or spring, according to demand. Credit to be arranged.

Hours to be arranged. Staff.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

LING 701-702 Directed Research

701, fall; 702, spring. 1-4 credits.

Hours to be arranged. Staff.

LING 773-774 Proseminar in Cognitive Studies II (also Computer Science 774)

773 fall; 774 spring. 2 credits each term. Staff.

The focus will be on the contribution of linguistics, computer science, and neuroscience to the study of cognition. Topics may include the phonology, syntax, and semantics of natural language; artificial intelligence work

in natural language processing, vision, and reasoning; parallel distributed processing; and neuropsychology.

Additional Linguistics Courses

[Chinese 401 History of the Chinese Language]

[Chinese 403 Linguistic Structure of Chinese I]

[Chinese 404 Linguistic Structure of Chinese II]

[Chinese 405 Chinese Dialects]

[Chinese 607 Chinese Dialect Seminar]

[French 401 History of the French Language]

[French 407 Applied Linguistics: French]

French 408 Linguistic Structure of French

[French 410 Semantic Structure of French]

[French 604 Contemporary Theories of French Grammar]

[French 700 Seminar in French Linguistics]

[German 401 Introduction to Germanic Linguistics]

[German 402 History of the German Language]

[German 404 Modern German Syntax]

[German 406 Runology]

German 407 Teaching German as a Foreign Language

German 602 Gothic

[German 603 Old High German, Old Saxon]

German 605 Structure of Old English

[German 606 Topics in Historical Germanic Phonology]

[German 607 Topics in Historical Germanic Morphology]

German 608 Topics in Historical Germanic Syntax

German 609-610 Old Norse

[German 611 Readings in Old High German and Old Saxon]

[German 710 Seminar in Germanic Linguistics]

[German 720 Seminar in Comparative Germanic Linguistics]

[German 730 Seminar in German Linguistics]

[Hindi 700 Seminar in Hindi Linguistics]

[Indonesian 300 Linguistic Structure of Indonesian]

Italian 403 Linguistic Structure of Italian

[Italian 404 History of the Italian Language]

[Italian 631 Readings in Italian Opera Libretti]

[Japanese 404 Linguistic Structure of Japanese]

[Japanese 410 History of Japanese Language]

Khmer 403-404 Structure of Khmer

[Quechua 403 Linguistic Structure of Quechua]

[Quechua 700 Seminar in Quechua Linguistics]

[Russian 301-302 Advanced Russian Grammar and Reading]

[Russian 401-402 History of the Russian Language]

[Russian 403-404 Linguistic Structure of Russian]

Russian 409 Teaching Russian as a Foreign Language

Russian 601 Old Church Slavic

Russian 602 Old Russian

Russian 651-652 Comparative Slavic Linguistics

Russian 700 Seminar in Slavic Linguistics

[Spanish 401 History of the Spanish Language]

Spanish 407 Applied Linguistics: Spanish

Spanish 408 The Grammatical Structure of Spanish

[Spanish 601 Hispanic Dialectology]

[Spanish 700 Seminar in Spanish Linguistics]

[Tagalog 300 Linguistic Structure of Tagalog]

Welsh 404 The Structure of the Welsh Language

Mandinka

Fees. A small fee may be charged for photocopied texts for course work.

MANDI 121-122 Elementary Mandinka (also Africana Studies and Research Center)

121, fall; 122, spring. 4 credits each term.

Prerequisite: for Mandinka 122, 121 or examination.

V. Carstens and staff.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

MANDI 123 Continuing Mandinka (also Africana Studies and Research Center)

Fall. 4 credits. Prerequisite: Mandinka 122 or equivalent.

V. Carstens and staff.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.

MANDI 203 Intermediate Mandinka (also Africana Studies and Research Center)

Spring. 3 credits. Prerequisite: Mandinka 123 or equivalent.

V. Carstens and staff.

Nepali

Study Abroad in Nepal

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Unis) for further information.

Fees. A small fee may be charged for photocopied texts for course work.

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term.

Prerequisite: for Nepali 102, 101 or examination.

S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials

and texts. Devanagari script for reading and writing is also introduced.

NEPAL 160 Intensive Nepali

Summer only. 10 credits. Intended for beginners. Offered alternate years. Not offered 1994.

S. Oja.

Emphasis will be on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

NEPAL 201-202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination.

S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

NEPAL 203-204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination.

S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

Pali

PALI 131-132 Elementary Pali

131, fall; 132, spring. 3 credits each term.

J. Gair.

131 is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. 132 is a continuation of 131 with further readings.

Polish

Fees. A small fee may be charged for photocopied texts for course work.

[POLSH 131-132 Elementary Polish

131, fall; 132, spring. 3 credits each term. Prerequisite: for Polish 132: Polish 131 or equivalent. Offered alternate years. Not offered 1993-94.

E. W. Browne.]

POLSH 133-134 Continuing Polish

133, fall; 134, spring. 3 credits each term. Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Offered alternate years.

E. W. Browne.

Portuguese

Fees. A small fee may be charged for photocopied texts for course work.

PORT 121-122 Elementary Portuguese

121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain

qualification upon completion of 122 by achieving a satisfactory score on a special examination.

J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Portuguese 203, Portuguese 122 or permission of instructor; for Portuguese 204, Portuguese 203 or permission of instructor.

J. Oliveira.

Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

PORT 303-304 Advanced Composition and Conversation @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Portuguese 303, Portuguese 204 or equivalent; for Portuguese 304, Portuguese 303 or equivalent.

J. Oliveira.

Quechua

Fees. A small fee may be charged for photocopied texts for course work.

QUECH 131-132 Elementary Quechua

131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish.

L. Morató Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

QUECH 133-134 Continuing Quechua

133, fall; 134, spring. 3 credits each term. Prerequisites: for Quechua 133, Quechua 131-132 or equivalent; for Quechua 134, Quechua 133 or equivalent.

L. Morató Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

[QUECH 135-136 Quechua Writing Lab

135, fall; 136, spring. 1 credit each term. Prerequisites: concurrent enrollment in Quechua 131-132 or instructor's approval. Letter grade only.

Staff.

Computer-assisted drill and writing instruction in elementary Quechua.]

[QUECH 403 Linguistic Structure of Quechua

Fall. 4 credits.

Staff.

Survey of the grammatical structure of Quechua dialects.]

[QUECH 700 Seminar in Quechua Linguistics

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Staff.]

Romance Linguistics

LING 321-322 History of the Romance Languages #

321, fall; 322, spring. 4 credits. Prerequisite for 321: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years.

C. Rosen.

For description see Linguistics 321.

[LING 323 Comparative Romance Linguistics

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1993-94.

C. Rosen.

For description see Linguistics 323.]

[LING 620 Area Topics in Romance Linguistics

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1993-94.

C. Rosen.]

[LING 621 Problems and Methods in Romance Linguistics

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1993-94.

C. Rosen.]

Romanian

Fees. A small fee may be charged for photocopied texts for course work.

ROMAN 131-132 Elementary Romanian

131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 132: Romanian 131 or equivalent.

M. Miroiu.

Covers all language skills: speaking, listening comprehension, reading, and writing.

[ROMAN 133-134 Continuing Romanian

133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 134: Romanian 133 or equivalent. Not offered 1993-94.]

Russian

E. W. Browne, R. L. Leed, S. Paperno (director of the Russian Language Program, 302 Morrill Hall, 255-2322).

For literature courses see Russian Literature.

The Russian Major

See Russian Literature.

Study Abroad

Cornell is an affiliated institution in the Council on International Education Exchange program for Russian language study at Leningrad State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Patricia Carden or Diane Williams, 236 Goldwin Smith Hall.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Freshman Writing Seminar Requirement

See Russian Literature.

Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

Fees. A small fee may be charged for photocopied texts for course work.

RUSSA 103-104 Conversation Practice
103, fall; 104, spring. 2 credits each term.
Must enroll in one section of 103 and one section of 121, in the fall; and one section of 104 and one section of 122 in the spring.
S. Paperno and staff.

RUSSA 121-122 Elementary Russian
121, fall or summer; 122, spring or summer.
4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104.
S. Paperno and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

RUSSA 123 Continuing Russian
Fall. 4 credits. Limited to students who have previously studied Russian and have a CPT achievement score between 450 and 559 or the equivalent. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements.
S. Paperno and staff.

A prequalification course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification.

RUSSA 203-204 Intermediate Composition and Conversation
203, fall, spring or summer; 204, spring.
3 credits each term. Prerequisite: qualification in Russian (Russian 123 or CPT score 560-649). Prerequisite for Russian 204: Russian 203 or equivalent.
M. Harum, L. Paperno, and V. Tsimberov.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

RUSSA 205-206 Reading Russian Press
205, fall; 206, spring. 2 credits each term.
Prerequisite: qualification in Russian (Russian 122 or 123 or CPT score 560-649). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement.
S. Paperno and staff.

Reading unabridged articles on a variety of topics from current Russian periodicals.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above. The introductory literature courses are offered by the Department of Russian Literature, and the 203-204 and 205-206 language courses by the Department of Modern Languages and Linguistics.

RUSSA 207-208 Russian Phonetics for Beginners

207, fall; 208, spring. 2 credits each term.
Open to students enrolled in Russian 121.
R. Leed.

This is both a practical and theoretical course. Practice sessions for the first part of the course will follow the 121 textbook rather closely. There will also be discussions about phonetics in general and the sound system of Russian.

[RUSSA 301-302 Advanced Russian Grammar and Reading]
301, fall; 302, spring. 4 credits each term.
Prerequisites: for Russian 301, second-year Russian or permission of instructor; for Russian 302, Russian 301. Offered alternate years. Not offered 1993-94.
Staff.

This course is intended primarily to increase the student's active command of difficult Russian syntactic constructions. Special attention is paid to word order, impersonal sentences, voice, negation, participles, gerunds, and also to building active vocabulary through reading modern Russian prose. Problems of phonology are also discussed.]

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term.
Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent.

L. Paperno, S. Paperno, and V. Tsimberov.
Writing, reading, and conversation: viewing authentic language materials; current Russian films, newspapers, TV programs, and other materials are used.

RUSSA 305-306 Directed Individual Study

305, fall; 306, spring. 2 credits each term.
Prerequisites: for Russian 305, Russian 303-304 or equivalent; for Russian 306, Russian 305.

Staff.
This course is intended for students with special needs that cannot be met by any other Russian course.

RUSSA 309-310 Advanced Reading
309, fall; 310, spring. 4 credits each term.
Prerequisites: for Russian 309, Russian 204; for Russian 310, Russian 309 or equivalent.
L. Paperno.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is about 40 pages of unabridged Russian prose (non-fiction) of the 20th century. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection.

[RUSSA 401-402 History of the Russian Language #]

401, fall; 402, spring. 4 credits each term.
Prerequisites: for Russian 401, permission of instructor; for Russian 402, Russian 401 or equivalent. Offered alternate years. Not offered 1993-94.

Staff.
Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

[RUSSA 403-404 Linguistic Structure of Russian (also Linguistics 443-444)]

403, fall; 404, spring. 4 credits each term.
Prerequisites: for Russian 403, permission of instructor, Linguistics 101 recommended; for Russian 404, Russian 403 or equivalent. Offered alternate years. Not offered 1993-94.
Staff.

A synchronic analysis of the structure of modern Russian. Russian 403 deals primarily with morphology and its relation to syntax and 404 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal and the relation between morphology and syntax.]

RUSSA 407-408 Russian Phonetics
407, fall; 408, spring. 4 credits. Prerequisite: Russian 204.

R. Leed.
Treats both the practical and theoretical aspects of Russian phonetics. Lab work includes the use of the computer for acoustic phonetics, primarily for undergraduate majors in Russian and for graduate students in Slavic linguistics and Russian literature.

RUSSA 409 Teaching Russian as a Foreign Language

Fall or spring. 1 credit. Prerequisite: very good command of Russian.

S. Paperno.
Designed to equip the teacher of Russian with the ability to apply current knowledge and to practice language instruction in the classroom. Geared to the courses and methodology used in the Russian language program at Cornell. Not a theoretical course.

RUSSA 413-414 Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each term.
Prerequisites: for Russian 413, Russian 303-304 or the equivalent, for Russian 414, Russian 413 or equivalent.

L. Paperno, S. Paperno, or V. Tsimberov.
Discussion of authentic unabridged Russian texts and TV series in a variety of nonliterary styles and genres.

RUSSA 601 Old Church Slavic

Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years.

E. W. Browne.
Grammar and reading of basic texts.

RUSSA 602 Old Russian Texts

Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years.

E. W. Browne.
Grammatical analysis and close reading of Old Russian texts.

RUSSA 633-634 Russian for Russian Specialists

633, fall; 634, spring. 2 credits each term.
Prerequisite: four years of college Russian. For graduate and advanced undergraduate students.

L. Paperno and S. Paperno.
The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

RUSSA 651-652 Comparative Slavic Linguistics

651, fall; 652, spring. 4 credits each term.
Prerequisites: for Russian 651, Russian 601 taken previously or simultaneously or permission of instructor; for Russian 652, Russian 651 or permission of instructor. Offered alternate years.

E. W. Browne.
Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.

RUSSA 700 Seminar in Slavic Linguistics

Offered according to demand. Variable credit.
R. Leed.
Topics chosen according to the interests of staff and students.

Sanskrit

SANSK 131-132 Elementary Sanskrit (also Classics 131-132)

131, fall; 132, spring. 4 credits each term.
Fall: A. Nussbaum; spring: C. Minkowski.
An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

[SANSK 251-252 Intermediate Sanskrit (also Classics 251-252) @#

251, fall; 252, spring. 3 credits each term.
Prerequisite: Sanskrit 132 or equivalent. Not offered 1993-94. Next offered 1994-95.
Fall: J. Jasanoff; spring: C. Minkowski.
Readings from the literature of Classical Sanskrit. Fall: Selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: More selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.]

SANSK 403-404 Independent Study in Sanskrit, Undergraduate Level (also Classics 403-404)

403, fall; 404, spring. Up to 4 credits.
C. Minkowski.

SANSK 703-704 Independent Study for Graduate Students in Sanskrit (also Classics 703-704)

703, fall; 704, spring. Up to 4 credits.
C. Minkowski.

Serbo-Croatian

Fees. A small fee may be charged for photocopied texts for course work.

SEBCR 131-132 Elementary Serbo-Croatian

131, fall; 132, spring. 3 credits each term.
Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent.
E. W. Browne.

[SEBCR 133-134 Continuing Serbo-Croatian

133, fall; 134, spring. 3 credits each term.
Prerequisites: for Serbo-Croatian 133, Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent.
Offered alternate years. Not offered 1993-94.
E. W. Browne.]

Sinhala (Sinhalese)

Fees. A small fee may be charged for photocopied texts for course work.

SINHA 101-102 Elementary Sinhala

101, fall; 102, spring. 6 credits each term.
Prerequisite for Sinhala 102: Sinhala 101 or equivalent.
J. W. Gair and staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160 Intensive Sinhala

Summer only. 10 credits. Intended for beginners. Offered alternate years.
J. W. Gair and staff.

Emphasis is on the spoken (colloquial) language; the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

SINHA 201-202 Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each term.
Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent.
J. W. Gair and staff.

SINHA 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.
Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent.
J. W. Gair and staff.

Related Courses

See also Linguistics 442, 631.

Spanish

J. Lantolf, (director of undergraduate studies, 314 Morrill Hall, 255-0720), M. Suñer.

For advanced Spanish language and literature courses see Romance Studies.

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in the linguistic analysis of Spanish. (For the major in Spanish literature see the description under Romance Studies.) Satisfactory completion of the major should enable students to meet language requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake pre-professional training for graduate study in law, medicine, business, etc. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies of the Department of Modern Languages and Linguistics, Professor Lantolf (314 Morrill Hall), who will admit them to the major.

The Core

All majors will work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals are taken into account when the student's program of courses is determined. Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors normally include the following core courses in their programs:

- 1) Spanish 315-316-317 or 318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration.

The Linguistic Option

Spanish linguistics, for which the program normally includes at least 20 credits, and at least 8 additional credits in general or Spanish linguistics (such as 366, 401, 405, 407, 408 and others). (Linguistics 101 is recommended before entering this program.) The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study Abroad in Spain

Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first four weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips to Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families. Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have at least completed Spanish 204 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information (474 Uris Hall, 255-6224).

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty from either the Department of Romance Studies or the Department of Modern Languages and Linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

SPAND 101 Basic Course I

Summer only. 6 credits.
Staff.

A thorough grounding in all language skills: listening, speaking, reading, and writing. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Students who have previously studied Spanish must take the qualifying examination before registering for this course.

SPAND 121 Elementary Spanish

Fall only. 4 credits. Special sections of this course are available for students with qualification in another language. Intended for beginners or students placed by examination. Evening prelims.

Z. Iguina.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lecture covers grammar, reading, and cultural information.

SPAND 122 Elementary Spanish

Fall or spring. 4 credits. Prerequisite: Spanish 121 or CPT or SPT score between 370 and 440. Students who obtain an SPT

achievement score of 560 after Spanish 122 attain qualification and may enter the 200-level sequence; otherwise Spanish 123 is required for qualification. Evening prelims.

Fall: M. Rice; spring: Z. Iguina.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lecture covers grammar, reading, and cultural information.

SPAND 123 Continuing Spanish

Fall, spring, or summer. 4 credits. Limited to students who have previously studied Spanish and have a CPT or SPT achievement score between 450 and 559 or have completed 122. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement. Evening prelim.

J. Routier-Pucci.

An all-skills course designed to prepare students for study at the 200 level.

SPAND 200 Spanish for English/Spanish Bilinguals

Spring. 3 credits. Prerequisites: Placement score of 560–650.

D. Cruz-de Jesús.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills.

SPAND 203 Intermediate Composition and Conversation

Fall, spring, or summer. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560–649). Not available to students who have taken Spanish 213.

D. Cruz-de Jesús.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

SPAND 204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: Spanish 203 or permission of instructor.

E. Dozier.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

SPAND 213 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560–649), or permission of instructor. Not available to students who have taken Spanish 203.

A. Tió.

Conversational grammar review, with dialogues, debates, compositions and readings on health-related themes. Special attention is given to relevant cultural differences. Fulfills proficiency requirement.

SPAND 310 Advanced Conversation and Pronunciation

Spring. 2 credits. Prerequisite: Spanish 204 or equivalent.

Z. Iguina.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. Weekly phonetics labs to improve pronunciation.

[SPAND 366 Spanish in the United States (also Linguistics 366)]

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Counts toward the social science distribution requirement. Offered alternate years. Not offered 1993–94.

Staff.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.]

[SPAND 401 History of the Spanish Language #]

Fall. 4 credits. Prerequisites: Linguistics 101 and qualification in Spanish, or permission of the instructor. Not offered 1993–94.

Staff.

A historical analysis of the phonology, morphology, syntax, and lexicon of the Spanish language up to the seventeenth century. Selected medieval documents are read and discussed.]

SPAND 407 Applied Linguistics: Spanish

Fall. 4 credits. Prerequisite: qualification in Spanish or permission of instructor.

J. Lantolf.

Designed to equip the student or future teacher of Spanish with insights into problem areas for second-language learners by using linguistic descriptions.

SPAND 408 The Grammatical Structure of Spanish

Spring. 4 credits. Prerequisites: proficiency in Spanish and Linguistics 101 or permission of instructor. Offered alternate years.

Staff.

Survey of the salient morphological and syntactic characteristics of contemporary Spanish.

[SPAND 601 Hispanic Dialectology]

Spring. 4 credits. Not offered 1993–94.

Staff.

Survey of dialects of Latin America and the Caribbean.]

[SPAND 700 Seminar in Spanish Linguistics]

Fall or spring, according to demand. Variable credit. Not offered 1993–94.

Staff.

Topics in synchronic and diachronic Spanish linguistics.]

Swahili

See listings under Africana Studies and Research Center.

Swedish

Fees. A small fee may be charged for photocopied texts for course work.

SWED 121–122 Elementary Swedish

121, fall; 122, spring. 4 credits each term. Prerequisite for 122: Swedish 121 or equivalent.

L. Trancik.

The aim of this course is to develop skills in listening, speaking, reading and writing within Sweden's cultural context.

SWED 123 Continuing Swedish

Fall. 4 credits. Prerequisite: Swedish 122 or equivalent.

L. Trancik.

Continues developing skills in spoken and written Swedish within Sweden's cultural context.

SWED 203 Intermediate Swedish

Spring. 3 credits. Prerequisite: Swedish 123 or permission of instructor.

L. Trancik.

Emphasis on development of all skills, through writing, reading and discussion of culturally significant texts. Audiovisual material will further enhance language comprehension.

SWED 204 Advanced Swedish

Fall. 3 credits. Prerequisite: Swedish 203 or permission of instructor. Taught in Swedish.

L. Trancik.

Emphasis on improving oral and written expression of Swedish. Includes enrichment of vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

Tagalog

Fees. A small fee may be charged for photocopied texts for course work.

TAG 121–122 Elementary Tagalog

121, fall; 122, spring. 4 credits each term. Prerequisite for Tagalog 122: Tagalog 121.

J. U. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

TAG 123 Continuing Tagalog

Fall. 4 credits. Prerequisite: Tagalog 122 or equivalent. Satisfactory completion of Tagalog 123 fulfills the qualification portion of the language requirement.

J. U. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills.

TAG 205–206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term. Prerequisites: for 205, Tagalog 123 or equivalent; for Tagalog 206, Tagalog 205 or equivalent. Satisfactory completion of Tagalog 205 fulfills the proficiency portion of the language requirement.

J. U. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

[TAG 300 Linguistic Structure of Tagalog]

Fall or spring. 4 credits. Prerequisite: Linguistics 101.

J. U. Wolff.]

Tamil

Fees. A small fee may be charged for photocopied texts for course work.

[TAMIL 101–102 Elementary Tamil]

101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tamil 102. Tamil 101 or equivalent. Not offered 1993–94.

J. W. Gair and staff.]

Thai

Fees. A small fee may be charged for photocopied texts for course work.

THAI 101-102 Elementary Thai

101, fall; 102, spring. 6 credits each term.
Prerequisite for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination.

N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

THAI 201-202 Intermediate Thai Reading

201, fall; 202, spring. 3 credits each term.
Prerequisites: for Thai 201, Thai 102; for Thai 202, Thai 201 or equivalent.

N. Jagacinski.

THAI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.
Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203.

N. Jagacinski.

THAI 301-302 Advanced Thai @

301, fall; 302, spring. 4 credits each term.
Prerequisite: Thai 202 or equivalent.

N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 303-304 Thai Literature

303, fall; 304, spring. 4 credits each term.
Prerequisite: Thai 302 or equivalent.

N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

THAI 401-402 Directed Individual Study

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor.

N. Jagacinski.

Ukrainian

Fees. A small fee may be charged for photocopied texts for course work.

[UKRAN 131-132 Elementary Ukrainian]

131, fall; 132, spring. 3 credits each term.
Prerequisite for Ukrainian 132, Ukrainian 131 or equivalent. Not offered 1993-94.

E. W. Browne.]

Urdu

See listing under Hindi.

Vietnamese

Fees. A small fee may be charged for photocopied texts for course work.

VIET 101-102 Elementary Vietnamese

101, fall; 102, spring. 6 credits each term.
Prerequisite for Vietnamese 102, Vietnamese 101 or equivalent. Intended for beginners or students placed by examination.

Staff.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

VIET 201-202 Intermediate Vietnamese Reading

201, fall; 202, spring. 3 credits each term.
Prerequisites: for Vietnamese 203, Vietnamese 102; for Vietnamese 204, Vietnamese 203.

Staff.

Continuing instruction in spoken and written Vietnamese.

[VIET 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.
Prerequisites: for Vietnamese 203, Vietnamese 102; for Vietnamese 204, Vietnamese 203. Not offered 1993-94.

Staff.

Letter writing and other forms of composition.]

VIET 301-302 Advanced Vietnamese

301, fall; 302, spring. 4 credits each term.
Prerequisite: Vietnamese 202 or equivalent.

Staff.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

VIET 401-402 Directed Individual Study

401, fall; 402, spring. 4 credits each term.
Prerequisite: permission of instructor. Intended for advanced students.

Staff.

Various topics according to need.

Welsh

Fees. A small fee may be charged for photocopied texts for course work.

WLESH 404 The Structure of the Welsh Language

Spring. 4 credits. Prerequisite: Linguistics 101.

W. Harbert.

This course is an introduction to the phonology, morphology, and syntax of the modern Welsh language. Emphasis is placed on spoken Welsh.

Yoruba

Fees. A small fee may be charged for photocopied texts for course work.

YORUB 121-122 Elementary Yoruba (also Africana Studies and Research Center 131-132)

121, fall; 122, spring. 4 credits each term.
Prerequisite for Yoruba 122, Yoruba 121 or equivalent.

V. Carstens and staff.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

YORUB 123-203 Continuing Yoruba (also Africana Studies and Research Center 133-134)

123, fall; 203, spring. 4 credits each term.
Prerequisites: for Yoruba 123, Yoruba 122 or equivalent; for Yoruba 203, Yoruba 123 or equivalent.

V. Carstens and staff.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.

Zulu

Fees. A small fee may be charged for photocopied texts for course work.

[ZULU 121-122 Elementary Zulu (also Africana Studies and Research Center)]

121, fall; 122, spring. 4 credits each term.
Prerequisites for Zulu 122, Zulu 121 or equivalent. Not offered 1993-94.

V. Carstens.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

[ZULU 123-203 Continuing Zulu (also Africana Studies and Research Center)]

123, fall; 203, spring. 4 credits each term.
Prerequisites: for Zulu 123, Zulu 122 or equivalent; for Zulu 203, Zulu 123 or equivalent.

V. Carstens.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

MUSIC

S. Stucky, chair; M. Hatch, director of undergraduate studies, fall 1993 (110 Lincoln Hall, 255-5049), E. Murray, director of undergraduate studies, spring 1994 (311 Lincoln Hall, 255-4675), J. Webster, graduate faculty representative (222 Lincoln Hall, 255-3611); V. K. Agawu, M. Bilson, D. Borden, L. Coral, W. Cowdery, R. Harris-Warrick, K. Hester, J. Hsu, J. Kellock, S. Monosoff, R. Parker, D. Randel, D. Rosen, M. Scatterday, R. Schiller, J. Shames, R. Sierra, T. Sokol, N. Zaslav

Emeritus: W. Austin, K. Husa, R. Palmer, M. Stith. Department office 255-4097.

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Big Red Marching Band
Big Red Pep Band
Chamber Music Ensembles
Collegium Musicum
Cornell Chamber Orchestra
Cornell Chorale
Cornell Chorus
Cornell Gamelan Ensemble
Cornell Jazz Ensembles
Cornell Symphony Orchestra
Cornell University Chamber Winds
Cornell University Glee Club
Cornell University Symphonic Band
Cornell University Wind Ensemble
Cornell University Wind Symphony
Sage Chapel Choir

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The Department of Music and the Faculty Committee on Music sponsor more than one hundred formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. A special feature is the annual Cornell Festival of Contemporary Music. The great majority of concerts are free and open to the public. Lectures and concerts are listed in special monthly posters and the usual campus media.

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 104 Lincoln Hall (255-4097), or to the director of undergraduate studies.

The Major

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies, 104 Lincoln Hall (255-4097), or from the chair, 106 Lincoln Hall (255-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

Option I presupposes some musical background before entering Cornell. Prerequisites for admission to the major are the satisfactory completion of Music 152, at the latest by the end of the sophomore year (the freshman year is preferable), with a final grade of C or better, including an average grade of C or better in all the musicianship components of Music 152 and failure in none of them; and the passing of a simple piano examination (details are available from the department office). Students must apply to the department for formal acceptance as a music major.

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory: Music 251–252, 351, and one of the following: Music 451, 452, 453, 454, 456, 463.
- 2) in music history: sixteen credits in courses numbered at the 300 level or above listed under Music History. At least three of these courses must be drawn from the four-course sequence Music 381–384.
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the Department of Music.

Option II presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
 - a) in performance:
 - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
 - (2) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391–392 throughout the junior and senior years
 - b) in theory and composition or in history:
 - (1) for two of the four semesters of participation in a musical organization or ensemble, Music 462 or 463 may be substituted;
 - (2) twelve additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401–402.

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. To become a candidate for honors in music, a student must be invited by the faculty at the beginning of the second semester of the junior year. As soon as possible thereafter, the student will form a committee of three or more faculty members to guide and evaluate the honors work. In the senior year the candidate will enroll in Music 401–402 with the chair of the honors committee as instructor. Candidates will be encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the honors candidate's committee will be held not later than May 1. The level of honors conferred will be based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

Distribution Requirement

The distribution requirement in the expressive arts may be satisfied with 6 credits in music, except freshman writing seminars. A maximum of 4 credits in Music 321–322 or a maximum of 3 credits in Music 331 through 338 and 441 through 450 may be used to satisfy this requirement, but not both.

College of Arts and Sciences students subject to Distribution Requirement II (class of '96 or later) may satisfy the requirement in humanities and the arts either of two ways:

- 1) any one course of at least 3 credits, excluding freshman seminars, musical performance (Music 321–322, 391–392), or organizations and ensembles (Music 331 through 340 and 421 through 448); or

- 2) any two courses totaling at least 6 credits, of which up to 4 credits may be in musical performance (Music 321–322, 391–392) or up to 3 credits may be in organizations and ensembles (Music 331 through 340 and 421 through 448), but not both. Under this option, one of the music courses must therefore be academic, not performance-oriented.

Facilities

Music Library. The Music Library, in Lincoln Hall, has an excellent collection of standard research tools. Its holdings consist of approximately one hundred thousand books, periodicals, and scores and forty thousand sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

Concert Halls. The Department of Music sponsors more than one hundred concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

Rehearsal Spaces. The orchestras and bands rehearse in Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are quartered in Sage Chapel. Eleven practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Twenty-two grand pianos and eight upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition, our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, an original Graff grand piano from 1825, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Barnes Hall houses a chamber organ by Derwood Crocker and a self-contained tracker organ by Schlicker. A large Aeolian Skinner Organ is located in Sage Chapel and there is a Helmuth Wolff tracker organ in Anabel Taylor Chapel. The music department also owns a quartet of stringed instruments in eighteenth-century proportions, with appropriate bows.

Digital/Electronic Equipment. A Macintosh Master studio is available for graduate student use (hours to be arranged) and occasional independent study use. The software used is Performer, Mosaic, Finale, and several Opcode patch editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are two MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

Freshman Seminars

MUSIC 111 Sound, Sense, and Ideas

Fall and spring. 3 credits. Each section limited to 17 students. No prerequisites; no previous training in music required. May not be counted for the distribution requirement in the expressive arts.

T R 10:10–11:25 and T R 11:40–12:55 (fall);

T R 10:10–11:25 (spring). J. Webster,

P. Whitworth (fall); P. Whitworth (spring).

In speaking, writing, and even thinking about music, we depend on language to express our ideas and feelings about something that apparently is not verbal at all. But is music actually nonverbal? This seminar will explore various types of relationship between music and language: in music that sets a verbal text (song, sacred music, opera), in program music (instrumental music associated with a verbal text or idea), and writings about music, including "absolute" instrumental music. Both Classical and popular musics will be covered.

[MUSIC 115 Popular Musics Today

Fall. 3 credits. Each section limited to 17 students. No prerequisites; no previous training in music required. May not be counted for the distribution requirement in the expressive arts. Not offered 1993–94.

T R 10:10–11:25. M. Hatch.

Readings, listening, and writing assignments on the meanings and contexts of popular music in America today, and the musical and social aspects of diverse popular repertoires found in selected regions elsewhere in the Americas, in Africa, and in Asia; the definition of terms for analysis and description of music, and the similarities and differences in the styles, functions, and contexts of popular musics.]

Introductory Courses

[MUSIC 101 The Art of Music

Fall. 3 credits. Not offered 1993–94.

1-hour disc to be arranged. V. K. Agawu. Drawing on individual works from both Western and non-Western musical traditions, this course seeks to equip students with tools for listening intelligently to music. Assigned readings will provide the necessary historical and cultural backgrounds to the works studied, while class lectures will focus on the analytical and aesthetic issues raised by the works themselves. Whenever possible, live performances by guest artists will be included. Students will be expected to recognize excerpts from pieces studied, identify salient features of form and content, and place unknown works in the appropriate stylistic categories. Students will also be expected to attend and review one or two local concerts.]

MUSIC 103 Introduction to the Musics of the World @

Fall. 3 credits. No previous training in music required.

T R 11:15–12:05; 1-hour disc to be arranged. M. Hatch.

A survey of folk, popular, and art music in several regions of the world. Topics include pitch, scale, rhythm, meter, timbre, and form in instrumental and vocal music. Recordings are the main material for study; labs present opportunities to begin performance on instruments from the regions covered. In fall 1993 the course will concentrate on the musics of India and Southeast Asia.

MUSIC 105–106 Introduction to Music Theory

105, fall or summer; 106, spring. 3 credits each term. Some familiarity with music is desirable. Prerequisite for Music 106: 105 with grade of B– or better. Music 106 is limited to 50 students.

105, fall: M W 9:05 plus 2 hrs to be arranged. 106, spring: T R 11:15–12:05 plus 2 hrs to be arranged. M. Scatterday.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Music 105: notation, pitch, meter; intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy. Music 106: systematic introduction to writing tonal harmony and melody; ear training.

MUSIC 108 Bach to Debussy

Spring. 3 credits. Prerequisite: Music 105 or permission of instructor.

M W 11:15; 1-hour disc to be arranged.

N. Zaslaw.

A chronological survey of major works in the Western concert repertory in all genres, from works of Bach and Handel that embody the newly consolidated language of tonality to works of Mahler and Debussy that signal the beginning of new strategies for many composers of the twentieth century.

MUSIC 120 Learning Music through Digital Technology

Fall or spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor.

Fall: T R 2:55–4:10 or M W F 2:30–3:20; spring. M W F 2:30–3:20. D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. Each student must learn at least the bare essentials in reading music as the course progresses. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

MUSIC 173 Music and Poetry from Dowland to Dylan

Fall. 3 credits.

M W F 11:15–12:05. R. Parker

The course will consider a broad range of musical responses to poetry, with examples from each of the last four centuries. There will be an emphasis on class discussion and encouragement of live performances within class.

Music Theory

MUSIC 151–152 Elementary Tonal Theory

151, fall; 152, spring. 5 credits each term. Prerequisite for Music 151: knowledge of the rudiments of music and some ability to perform, demonstrated through proficiency tests given on the first two days of the term (registration is provisional, contingent on passing this test). Prerequisite for Music 152: 151 or equivalent. Intended for students expecting to major in music and other qualified students. Required for admission to the music major. All students intending to major in music, especially those intending to elect Option II should if possible enroll in Music 151–152 during the freshman year.

M W F 9:05–9:55; 2 discs to be arranged. E. Murray.

Detailed study of the fundamental elements of tonal music; rhythm, scales, intervals, triads; melodic movement, two-part counterpoint, harmonic progression in the chorale style of J. S. Bach; and introduction to analysis of small forms. Drill in aural discrimination, sight singing, keyboard harmony, and elementary figured bass; rhythmic, melodic, and harmonic dictation; and score reading.

MUSIC 220 Learning Counterpoint through Digital Technology

Spring. 3 credits. Enrollment limited. Prerequisite: 151/152 and/or permission of instructor.

T R 2:55–4:10. D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on the structures used by J. S. Bach. Synthesizers, samplers, MIDI, and music software will be covered.

MUSIC 245 Gamelan in Indonesian History and Cultures @

Fall or [spring.] 3 credits. No previous knowledge of musical notation or performance experience necessary. Not offered spring 1994.

M W F 1:25–2:15. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required. Music 446 is available each semester as a one-credit course for those who wish to study only performance techniques on the *gamelan*.

MUSIC 251–252 Intermediate Tonal Theory

251, fall; 252, spring. 5 credits each term. Prerequisite for Music 251: 152 or the equivalent or a suitable level of performance on a proficiency test given by the department during orientation each fall term. Prerequisite for Music 252: 251.

M W F 9:05–9:55; 2 discs to be arranged.

R. Parker, 251 fall; R. Sierra, 252 spring.

Continuation of the study of harmony by composition and analysis, including secondary dominants, and chromatic harmony. Students are expected to write several short pieces in eighteenth- and nineteenth-century styles and forms. Continuation of analysis of forms, with emphasis on large forms, e.g., sonata form. Ear training, keyboard harmony, figured bass, sight singing, dictation, and score reading.

MUSIC 351 Materials of Twentieth-Century Music

Fall. 5 credits. Prerequisite: Music 252 or permission of instructor.

M W F 10:10–11:00 plus 2 hrs to be arranged. R. Sierra.

Introduction to some techniques of composers from 1900 to about 1950, including expanded tonal resources, atonality, and new approaches to form and rhythm. Analysis of representative smaller works by Bartok, Webern, Hindemith, Schoenberg, Stravinsky, and others. Writing assignments in various styles. Ear training, dictation, sight singing, keyboard harmony, score reading.

[MUSIC 352 Materials of Twentieth-Century Music

Spring. 4 credits. Prerequisite: Music 351. Not offered 1993–94.

M W F 10:10. R. Sierra.

Introduction to some techniques of composers from 1900 to 1950, including expanded tonal resources, atonality, and new approaches to form and rhythm. Analysis of representative smaller works by Bartok, Hindemith, Schoenberg, Stravinsky, Webern, and some American composers. Writing assignments in various styles.]

MUSIC 446 Introduction to the Gamelan
Fall and [spring.] 1 credit each term.
Enrollment limited. Prerequisite: permission of instructor; Music 446 can be repeated. Not offered spring 1994.

M W 2:30-3:20. M. Hatch.

Music 446 is concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. Music 245 is a 3-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.

MUSIC 451 Counterpoint

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor.

T R 2:30-4:25 plus 1 hr to be arranged.
S. Stucky.

Composition in the polyphonic vocal style of the late Renaissance.

[MUSIC 452 Topics in Music Analysis]
4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1993-94.]

MUSIC 453 Introduction to Improvisational Theory

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor.

M W 2:30-4:25. K. Hester.

Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.

[MUSIC 454 Composition]

Fall or spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1993-94.

R. Sierra or S. Stucky.

Composition using models from the Classical and Romantic repertoire and employing techniques of twentieth-century concert music, including dissonant counterpoint, serialism, limited aleatorism, composition with pitch-class sets.]

[MUSIC 456 Orchestration]

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1993-94.
W 10:10-12:05.]

MUSIC 463 Conducting

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor.

T R 2:30-4:25. T. Sokol.

Fundamentals of score reading, score analysis, and conducting technique; orchestral and choral contexts.

Music History

[MUSIC 222 A Survey of Jazz]

Fall. 3 credits. Enrollment limited. Prerequisite: permission of instructor. Not offered 1993-94.

M W F 12:20; one disc to be arranged.
K. Hester.

This course will trace the evolution of jazz historically from its African roots to the current diverse spectrum of improvisational styles that form popular, Neoclassic, and Innovative contemporary jazz music.]

[MUSIC 271 Monteverdi and the Birth of the Baroque #]

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

M W 10:10. N. Zaslav.

Using as its focal point the career and music of Claudio Monteverdi (1567-1643), the course will examine the changes music underwent between the second half of the 16th century and the first half of the next century. Monteverdi's operas *Orpheus* and *The Coronation of Poppea* as well as representative canzonettas, madrigals, and church works will be studied alongside works of his contemporaries. Attention will also be paid to the social, political, and cultural contexts of the music discussed.]

[MUSIC 272 Music and the Dance (also Theatre Arts 272) #]

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

T R 9:05. R. Harris-Warrick.

This course will explore selected topics in the interrelations between music and dance in the Western tradition. Some of the areas to be examined include the influence of dance movement on musical composition, composer-choreographer relationships, and a comparison of music composed for dancing with dance music composed for listening. Examples will be drawn from the Renaissance, the baroque period, and the modern era. Students will be asked to pursue an independent project.]

MUSIC 274 Opera #

Spring. 3 credits.

M W F 10:10-11:00. D. Rosen.

An introduction to major works of the operatic repertory, with discussion of texts and theatrical performances as well as music. Video recordings will be an integral part of the course; trips to live performances will be scheduled where possible.

[MUSIC 275 The Choral Tradition #]

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

M W F 10:10. R. Harris-Warrick.

A survey of representative works, both sacred and secular, in the Western choral tradition from the Middle Ages to the twentieth century. Class will include discussion of performances as well as historical and stylistic issues, and will be integrated with local concert offerings whenever possible.]

[MUSIC 277 Baroque Instrumental Music #]

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

M W F 12:20. N. Zaslav.

Topics covered will include the rise of purely instrumental music; Renaissance string bands; the English virginalists and viol consorts; the Italian violin school; the German organ school; lute and guitar music; the invention of the baroque winds, orchestra, and fortepiano; and the sonatas, concertos, and suites of Bach,

Corelli, Couperin, Handel, Purcell, Rameau, Telemann, and Vivaldi.]

MUSIC 281 Music of the Baroque

Period #

Fall. 3 credits. Prerequisite: ability to read music.

M W F 11:15-12:05. N. Zaslav.

A study of selected works by J. S. Bach and other composers of the seventeenth and eighteenth centuries, illustrating the different traditions of the various genres and the confluence of the different national styles of the period.

[MUSIC 282 Music of the Classical Period #]

3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

M W 1:25. J. Webster.]

[MUSIC 283 Music of the Romantic Era #]

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

M W F 9:05. R. Parker.]

[MUSIC 284 Music of the Twentieth Century]

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor.

T R 10:10-11:25. R. Sierra. Not offered 1993-94.

A study of selected works by leading twentieth-century composers. Readings will provide insights into historical, cultural, aesthetic, and theoretical contexts. Class lectures will consist of analytical discussions of excerpts from works. Students will be expected to know all the works on the assigned repertoire list; make intelligent guesses about others not assigned, and write effectively about broad historical and stylistic trends. There will be an extended final essay on a topic chosen by the student.]

MUSIC 285 Music in the Middle Ages #

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor.

M W F 2:30-3:20. N. Zaslav.

A survey of sacred and secular music in Western Europe from the fall of the Roman Empire to the beginning of the fifteenth century. The course is designed for people who are familiar with staff notation. Paper assignments will range widely among musical, literary, cultural and historical topics.

[MUSIC 286 Music in the Renaissance #]

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1993-94.

M W F 10:10. D. Randel.]

[MUSIC 287 Mozart #]

Spring. Prerequisite: any three-credit music course or permission of instructor. 3 credits.

T R 2:55-4:10. N. Zaslav. Not offered 1993-94.

A chronological tour of the life and works of Wolfgang Amadeus Mozart by means of original documents, scores, recordings, and live performances. As a postlude, an evaluation of Peter Shaffer's play and movie *Amadeus* will be undertaken.]

[MUSIC 374 Music and Drama (also German Studies 374) #]

Fall. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. Not offered 1993-94.

T 1:25-4:25. A. Groos, R. Parker.

A team-taught study of major works of the German and Italian repertory between 1780 and 1920. Among the issues to be considered will be source-libretto and words-music relationships, reception, and criticism. Works to be studied will include operas by Mozart, Verdi, Wagner, Puccini, and Strauss.]

Music History Seminars for Majors and Qualified Non-Majors

Prerequisite: Music 152 or permission of instructor. Intended primarily for music majors, these seminars will investigate selected topics and repertoires from each period in some detail. Each seminar will include listenings, readings, oral and written papers, and analyses.

MUSIC 381 Music in Western Europe to 1700

Fall. 4 credits. R. Harris-Warrick.
T R 10:10–11:25. 1 section to be arranged.

MUSIC 382 Music of the Eighteenth Century

Spring. 4 credits. D. Rosen.
T R 10:10–11:25. 1 section to be arranged.

[MUSIC 383 Music of the Nineteenth Century

Fall. 4 credits. Not offered 1993–94.
T R 8:40–9:55. R. Parker.]

[MUSIC 384 Music of the Twentieth Century

Spring. 4 credits. Not offered 1993–94.
T R 10:10–11:25. D. Rosen.]

MUSIC 388 Historical Performance Practicum

Spring. 4 credits.
R 1:25–4:25. 1 section to be arranged.
N. Zaslaw, J. Kellock.
The study of seventeenth- and eighteenth-century singing manuals and their application to modern performance.

MUSIC 390 The Culture of the Renaissance II (also Comparative Literature 362, English 325, and History 364)

Spring. 4 credits.
T R 10:10–11:00 plus discussion section.
C. Kaske and W. Kennedy.

MUSIC 398–399 Independent Study in Music History

398, fall; 399, spring. 4 credits. Prerequisite: Music 152 and permission of instructor.
Staff.

Advanced study of various topics in music history. Students enrolling in Music 398–399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

MUSIC 403 Music and Society in West Africa (also Society for the Humanities 413)

Spring. 4 credits.
R 2:30–4:25. V. K. Agawu.

MUSIC 412 Music as Text (also Society for the Humanities 402)

Fall. 4 credits.
R 2:30–4:25. V. K. Agawu.

MUSIC 413 African American Music Innovators

Spring. 4 credits. Permission of instructor.
R 2:30–4:25; 1-hour disc to be arranged.
K. Hester.

This course examines and experiments with methods of analyzing, appreciating, and understanding innovative art forms. Students will write three reports (with transcribed music examples or some form of accurate analytical charting, where appropriate), utilizing three different perspectives on African American Music.

Independent Study

MUSIC 301–302 Independent Study in Music

301, fall; 302, spring. Credit to be arranged.
Prerequisite: departmental approval.
Presupposes experience in the proposed area of study.

Hours to be arranged. Staff.

Honors Program

MUSIC 401–402 Honors in Music

401, fall; 402, spring. 4 credits each term.
Limited to honors candidates in their senior year.

Staff.

Musical Performance

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, viola da gamba, and some brass instruments *to those students advanced enough to do college-level work in these instruments*. Lessons are available by audition only. They may be taken either without credit or, through Music 321–322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but again by audition only (see Music 321h–322h). Cornell does not offer instruction at the beginner's level.

Lessons for beginners. The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

Auditions. Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (104 Lincoln Hall) for information.

Fees. The fee for a one-half hour lesson weekly, *without credit*, is \$100 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$200. The fee in Music 321–322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$150 per term. All fees are non-refundable once lessons begin, *even if the course is subsequently dropped*.

Scholarships. Music majors receive a scholarship equal to the lesson fee listed above. Members of the department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to one-half the Cornell fee for the type of lessons chosen during the term. (These scholarships are intended only for lessons in the student's primary performing medium.) Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

Practice rooms. Practice-room fees for twelve hours weekly are \$40 per term and for six hours weekly are \$30 per term for a room **with a piano**. Practice-room fees for twelve hours weekly are \$20 per term and for six

hours weekly are \$10 per term for a room **without a piano**. The fee for the use of the pipe organ is \$75 for twelve hours weekly and \$50 for six hours weekly. All fees are non-refundable.

Earning credit. For every 4 credits earned in Music 321–322, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding freshman seminars, Music 321–322, 331 through 340, 391–392, or 421 through 448). These 3 credits must be earned prior to, or simultaneously with the first 2 credits in 321–322; they cannot be applied retroactively. No exceptions are made, but transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department.

Lessons taken outside Cornell. Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h–322h and contact the Music Department office.

MUSIC 321–322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass

Prerequisite: Advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes. Students may register for this course in successive years. Students, at the sole discretion of the instructor, earn 2 credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

MUSIC 321a–322a Individual Instruction in Voice

321a, fall; 322a, spring. 2 credits each term.
Prerequisite: successful audition.

Hours to be arranged. J. Kellock.
The Vocal Coaching Program (non-credit) is administered through individual choral ensembles.

[MUSIC 321b–322b Individual Instruction in Organ

321b, fall; 322b, spring. 2 credits each term.
Prerequisite: successful audition. Not offered 1993–94.

Hours to be arranged.]

MUSIC 321c–322c Individual Instruction in Piano

321c fall; 322c, spring. 2 credits each term.
Prerequisite: successful audition.

Hours to be arranged. M. Bilson, J. Shames, and staff.

[MUSIC 321d–322d Individual Instruction in Harpsichord

321d, fall; 322d, spring. 2 credits each term.
Prerequisite: successful audition. Not offered 1993–94.

Hours to be arranged. Staff.]

MUSIC 321e–322e Individual Instruction in Violin or Viola

321e, fall; 322e, spring. 2 credits each term.
Prerequisite: successful audition.

Hours to be arranged. M. Stolorov, fall; S. Monosoff, spring.

MUSIC 321f–322f Individual Instruction in Cello or Viola da Gamba

321f, fall; 322f, spring. 2 credits each term.
Prerequisite: successful audition.

Hours to be arranged. J. Hsu.

MUSIC 321g-322g Individual Instruction in Brass

321g fall, 322g, spring. 2 credits each term.
Prerequisite: successful audition.
Hours to be arranged. M. Scatterday.

MUSIC 321h-322h Individual Instruction outside Cornell

321h, fall; 322h, spring. 2 credits each term.
Prerequisite: successful audition.

Staff sponsored.

All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and for the use of those who for reasons of space cannot be admitted to Music 321a-g or 322a-g. Prior approval and audition by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, 104 Lincoln Hall.

MUSIC 391-392 Advanced Individual Instruction

391, fall; 392, spring. 4 credits each term.
Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$150 per semester will normally be awarded to such students and a larger amount may be awarded under certain circumstances. Music 391 is not a prerequisite to 392.

Hours to be arranged. Staff.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

MUSIC 331-332 Sage Chapel Choir

331, fall or summer; 332, spring. 1 credit. No audition for admission.
R 7-8:30 p.m., Sunday 9:30 a.m. T. Sohol and staff.

MUSIC 333-334 Cornell Chorus or Glee Club

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor.

Chorus (treble voices): W 5:15-7:15 p.m., plus 2 hours to be arranged. Glee Club (mens voices): W 7:30-9:30 p.m., plus 2 hours to be arranged. T. Sokol and R. Schiller.

MUSIC 335-336 Cornell Symphony Orchestra

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor.

Rehearsals for the Cornell Symphony Orchestra: W 7:30-10 p.m. E. Murray.

MUSIC 337-338 University Bands

337, fall; 338, spring. 1 credit. Prerequisite: permission of instructor.

Wind symphony: fall T W 4:45-6.
Symphonic band: spring, T and W 4:45-6.
Wind ensemble: spring M 7:30-9:30 p.m. and R 4:45-6:30. M. Scatterday.

MUSIC 339-340 Cornell Jazz Ensembles

339, fall; 340 spring. 1 credit. Prerequisite: permission of instructor.

Sec 1, W 6-8 pm, sec 2, W 6-8 pm, sec 3, W 8-10 pm. K. Hester.

MUSIC 421-422 Cornell Chamber Orchestra

421, fall; 422, spring. 1 credit. Prerequisite: permission of instructor.

R 5-6:30. J. Hsu.

Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries. For strings, woodwinds, and horns.

MUSIC 437-438 Chamber Winds

437, fall. 438, spring. 1 credit each term.
Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only.

R 4:45-6, fall and to be arranged, spring. M. Scatterday.

A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's *Octet* or *L'Histoire Du Soldat*. The ensemble will perform on wind symphony, symphonic band and wind ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 441-442 Chamber Music Ensemble

441, fall; 442, spring. 1 credit. Prerequisite: permission of instructor.

To be arranged. J. Hsu, fall; S. Monosoff, spring.

Study and performance of chamber music literature: strings, winds, piano; duos, trios, quartets, etc. Emphasis on interpretation.

MUSIC 443-444 Chorale

Fall or spring. 1 credit each term. Prerequisite: permission of instructor.

F 4:30-6:15. T. A. Sohol.

Study and performance of selected choral music for mixed voices.

MUSIC 445 Cornell Gamelan Ensemble

Fall and spring. 1 credit each term. Enrollment limited. Prerequisite: Music 245 or 446, or permission of instructor; Music 445 can be repeated.

R 7:30-10 p.m. M. Hatch (fall), staff (spring).

Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

MUSIC [447]-448 Collegium Musicum

[447 fall]; 448 spring. 1 credit. Prerequisite: permission of instructor. Not offered fall 1993.

T 5-6:30. J. Hsu.

Study and performance of Baroque instrumental music. For string and wind instruments.

Graduate Courses

Open to qualified undergraduates with permission of instructor.

MUSIC 601 Introduction to Bibliography and Research

Fall. 4 credits.

M 1:25-4:25. L. Coral.

This course explores the nature of the discipline and introduces the many types of bibliographic tools needed to pursue research in music.

MUSIC 602 Analytical Technique

Fall. 4 credits.

W 1:25-4:25. J. Webster.

A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.

[MUSIC 603 Editorial Practice

Spring. 4 credits. Not offered 1993-94.

F 10:10-12:05. R. Harris-Warrick.

Fundamental techniques of source study and filiation, the nature of a musical text, and the editorial process. Opportunity to make a critical edition based on original sources.]

[MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis

Spring. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor. Not offered 1993-94.

F 1:25-4:25. M. Hatch.

Major aspects of research into musical cultures of the world. Problems, theories, and methods, especially those affecting analytical terminology, transcription and analysis of sound events, and fieldwork.]

MUSIC 622 Historical Performance Practicum

Spring. 4 credits.

R 1:25-4:25. N. Zaslaw, J. Kellock.

The study of seventeenth and eighteenth-century singing manuals and their application to modern performance.

[MUSIC 653 Topics in Tonal Theory and Analysis

Fall. 4 credits. Not offered 1993-94.

R 1:30-4:25. V. K. Agawu.]

[MUSIC 654 Topics in Post-tonal Theory and Analysis

Spring. 4 credits. Not offered 1993-94.

M 1:25-4:25. V. K. Agawu.

Various approaches to the post-tonal repertoire will be explored, including set theory, voice leading, and rhythmic factors. Music studied will include works by Berg, Webern, Stravinsky, Dallapiccola, Boulez, and others.]

MUSIC [657]-658 Composition

[657, fall]; 658, spring. 4 credits each term. 657 not offered fall 1993.

F 1:25-4 plus 1 hr. to be arranged. S. Stucky.

MUSIC 659-[660] Composition

659, fall; [660, spring]. 4 credits each term. 660 not offered spring 1994.

F 1:25-4 plus 1 hr. to be arranged. R. Sierra.

[MUSIC 677 Mozart: His Life, Works, and Times (also German 757)

Fall. 4 credits. Not offered 1993-94.

T 2:30-5. N. Zaslaw.

After an introduction to the current state of Mozart studies, students will pursue individual research projects while the seminar undertakes a group investigation of the manuscript and printed sources for, and historical context of, Mozart's Symphony in D major, K. 297.]

[MUSIC 680 Topics in Ethnomusicology]
Spring. 4 credits. Not offered 1993–94.

W 2:30–4:25. M. Hatch.

Advanced readings in ethnomusicology, with attention focused on a particular topic.]

[MUSIC 681 Seminar in Medieval Music]
Fall. 4 credits. Not offered 1993–94.

D. Randel.]

[MUSIC 684 Seminar in Renaissance Music]

684, spring. 4 credits. Not offered 1993–94.

R 1:25–4:25. R. Harris-Warrick.

Topic for spring 1993: the music of Josquin.]

[MUSIC 686 Seminar in Baroque Music]
Fall. 4 credits. Not offered 1993–94.

W 2:30–4:25. N. Zaslaw.

An investigation of seventeenth-century concerted music in Italy, France, and Germany, from Monteverdi's *Vespro della Beata Vergine* to Bach's Weimar cantatas.]

[MUSIC 687 Seminar in Classical Music]
Spring. 4 credits. Not offered 1993–94.

M 1:25–4. L. Coral.

Based on auction records, publishers catalogues, and other documents, this seminar will explore the dissemination of music in the second half of the eighteenth century.]

MUSIC 688 Seminar in Classical Music
Spring. 4 credits.

M 1:25–4:25. J. Webster.

Topic for spring 1994: Mozart and the *opera buffa* of his time.

MUSIC 689 Seminar in Opera of the Romantic Era

Fall. 4 credits.

R 1:25–4:25. R. Parker.

Topic for fall 1993: Late nineteenth-century French operas.

MUSIC 690 Seminar in Music of the Twentieth Century

Spring. 4 credits.

W 1:25–4:25. R. Sierra.

Topic for spring 1994: the music of Olivier Messiaen.

[MUSIC 691–692 Performance Practice]
691, fall; 692, spring. 4 credits each term. Not offered 1993–94.

W 2:30. N. Zaslaw.

The rise of the orchestra in the late seventeenth and early eighteenth centuries.]

MUSIC 697–698 Independent Study and Research

697, fall; 698, spring. Credit to be arranged.

Hours to be arranged. Staff.

[MUSIC 785–786 History of Music Theory]
785, fall; 786, spring. 4 credits each term. Not offered 1993–94.

J. Webster.]

[MUSIC 787–788 History and Criticism]
787, fall; 788, spring. 4 credits. Not offered 1993–94.

R 1:25–4:25. D. Rosen.

Topic: The Issue of the "Composer's Intentions."]

[MUSIC 789 Liturgical Chant in the West]
Spring. 4 credits. Not offered 1993–94.

W 1:25–4:25. D. Randel.

The formation of the major Western liturgical repertoires, their interrelation, and their early history.]

NEAR EASTERN STUDIES

R. Brann, F. Malti-Douglas, B. Hamad, L. Kant, S. Katz, D. Menashri, D. I. Owen (director of the Program of Jewish Studies), L. Peirce (director of undergraduate studies), D. Powers, chair (graduate faculty representative), G. Rendsburg, N. Scharf, S. Shoer, M. Younes

Joint faculty: M. Bernal, S. H. Nasr (A. D. White Professor-at-Large), S. Telhami

The Department

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the archaeology, civilization, history, languages, and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region that has had such an important impact on the development of our own civilization and that plays so vital a role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis.

Distribution Requirements

Any two Near Eastern studies history or archaeology courses at the 200 or 300 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences or history. Any two Near Eastern studies civilization or literature courses at the 200 or 300 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 or 198 must be taken before declaring the major and is required for all NES department majors. NES 197 or NES 198 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences, or humanities, depending on the second history course used in combination with 197 or 198. All 300-level language courses may fulfill the humanities requirement.

The Major

The student who majors in Near Eastern Studies may concentrate in one of the following five areas:

1. Near Eastern languages and literatures
2. Ancient Near Eastern studies
3. Judaic studies
4. Islamic studies
5. Contemporary Middle East studies

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser; all majors, however, must satisfy the following requirements (S-U options not allowed):

- 1) Qualification in one of the languages offered by the department
- 2) Eight NES courses (which may include intermediate and advanced language courses), including NES 197 or NES 198
- 3) Four courses in subjects related to the student's concentration. In some cases, be taken outside the department

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department.

To qualify as a major, a cumulative grade average of C or better is required.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern languages and literatures, Ancient Near Eastern studies, Judaic studies, or Islamic studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the first semester of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ (3.3 G.P.A.) in Near Eastern studies courses, have demonstrated superior performance overall at Cornell, and have demonstrated proficiency in at least one Near Eastern language. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.**

Study abroad. There are many opportunities for study in the Middle East. Cornell has agreements with the American University in Cairo, Ben-Gurion University, the University of Haifa, The Hebrew University, Tel Aviv University, and Bar Ilan in Israel that will permit students to enroll for a year or in some cases for a semester. Study in regular university courses in Israel will be permitted for students with adequate language preparation; otherwise, students enroll in the Overseas Study Program of the institution. Except for instruction in Arabic language and literature, courses at the American University in Cairo are taught in English. Cornell Abroad students may also have the option of undertaking independent study in the summer following their academic year abroad. Students planning to study overseas during their junior year should develop language skills during their freshman and sophomore years. Near Eastern Studies is presently working with Cornell Abroad to establish programs in Turkey and in Jordan. Information is also available in the department regarding programs in Arabic language and culture in Morocco and Yemen for which informal arrangements can be made.

Freshman Seminar

NES 122 An Introduction to the Classics of Jewish Literature (also Jewish Studies 102 and Religious Studies 122)

102, spring. 3 credits each semester.

M W F 3:35–4:25. D. Regenspan.

[NES 125–126 The Bible as Literature in its Ancient Near Eastern Context (also Jewish Studies 125–126 and Religious Studies 125–126)]

Fall 125; spring 126. 3 credits. Not offered 1993–94.]

NES 137 Worldviews of the Ancient Near East (also Religious Studies 137)

Fall. 3 credits.

T R 8:40–9:55. R. Wright.

[NES 154 Harems, Houris, and Hashish: Western Perceptions of the Middle East]

Spring. 3 credits. Not offered 1992–93.]

NES 161 Archaeology and National Identity

161, fall. 3 credits.

M W F 9:05–9:55. R. Dietrich.

Language Courses

NES 101-102 Elementary Modern Hebrew I and II (also Jewish Studies 105-106)

101, fall; 102, spring. 6 credits each term. Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement. Enrollment limited to 15 students in each section.

M-F Section I: 10:10-11:00; Section II: 11:15-12:05; Section III: 1:25-2:15. S. Shoer.

Intended for beginners (section 1 for students without any previous background). A thorough grounding is given in all the language skills, emphasizing reading, writing, grammar, listening, and speaking. (1) Oral comprehension and production: (a) in the class room—ability to understand the basic dialogues and passages without the aid of written texts, to use these texts in variation, and to create new ones; (b) in the outside world—ability to meet basic travel needs and daily routine needs, both at work and in a study situation. (2) Reading: (a) in the classroom—ability to read the texts in the lessons, as well as new texts based on materials presented in class, and to deal with extensive readings (i.e., materials based on texts presented in the classroom as well as additional contextually relevant vocabulary items); (b) in the outside world—ability to read simple road signs, train and bus schedules, menus, simple directions, etc. (3) Writing: (a) in the classroom—ability to communicate by writing short sentences and to construct short dialogues based on simple sentences or brief passages on topics included in classroom discussions; (b) in the outside world—ability to construct simple, very short letters or notes, or brief summaries or reports. (4) Culture: meet basic courtesy needs in informal situations, know basic geographic facts, and become aware of the composition of the people of the country.

NES 103 Elementary Modern Hebrew I and II (also Jewish Studies 103)

Summer (six-week session). 4 credits. Enrollment limited to 15 students.

M-F 8:30-9:45. N. Scharf.

The fundamentals of grammar, syntax, and vocabulary as applied to both conversational and written Hebrew in the modern idiom. Students are expected to know the Hebrew alphabet for the first session of class.

NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. 6 credits each term. Prerequisite for Arabic 112: Arabic 111 or permission of instructor.

M-F Section I: 9:05-9:55; Section II: 11:15-12:05. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis will be on learning the language through using it in meaningful contexts. The student who successfully completes the two-semester sequence will be able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.); 2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.); 3) write notes and short letters

describing an event or a personal experience. An important objective of the course will be familiarizing the students with basic facts about the geography, history, and culture of the Arab world.

NES 119 Elementary Arabic: An Integrated, Communicative Approach

Summer (six-week session). 8 credits.

M-F 8-10:30; 11-12:30. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic through reading texts and listening. Emphasis is on learning the language by using it in meaningful contexts. The student who successfully completes the eight-credit sequence (equivalent to two semesters of language courses) will be able to understand and participate actively in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions); read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions); and write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

NES 201-202 Intermediate Modern Hebrew I and II (also Jewish Studies 201-202) @

201, fall; 202, spring. Enrollment limited to 15 students in Section I and 15 students in Section II each term. 4 credits each term. Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. Satisfactory completion of NES 202 fulfills the proficiency portion of the language requirement.

M T W R Section I: 11:15-12:05; Section II: 1:25-2:15. N. Scharf.

Second-year modern Hebrew. Continued development of reading, writing, composition, listening, and speaking skills. (1) Oral comprehension and production: (a) in the classroom—ability to carry on a conversation, listen to a short lecture, or deliver a short lecture on topics covered in the classroom or related topics; (b) in the outside world—ability to interact with speakers of Hebrew and exchange ideas on basic interests and current events, in work or study situations or informal gatherings, and to relay simple information and give directions. (2) Reading: (a) in the classroom—ability to read simplified short stories, short news items, and newspaper headlines; (b) in the outside world—ability to read short newspaper items, work directions, maps, plans, etc. (3) Writing: (a) in the classroom—ability to write short compositions, take notes in class, compose schedules, write out directions, etc.; (b) in the outside world—ability to write letters, reports, and summaries of events, and to complete questionnaires. (4) Culture: expand knowledge of culture into some areas of literature, popular culture, and historical background.

NES 211-212 Intermediate Arabic I and II @

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor.

M T W R Section I: 10:10-11:00; Section II: 12:20-1:10. M. Younes.

A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. More attention will be given to developing native-like pronunciation and to grammatical accuracy than in NES 111-112, but the main focus will be on encouraging ideas in it. The student who successfully completes 212 will be able to: 1) understand and express himself or herself in Arabic in situations beyond the basic survival needs; 2) read and comprehend written Arabic of average difficulty; 3) write a letter, a summary of a report or a reading selection, etc. An appreciation of Arabic literature and culture will be sought through the use of authentic materials.

[NES 232-235 Elementary Biblical Hebrew (also Jewish Studies 224-225 and NES 423-424) @#

232, fall; 235, spring. 3 credits. Not offered 1993-94.]

NES 301-302 Advanced Modern Hebrew I and II (also Jewish Studies 301-302) @

301, fall; 302, spring. 4 credits each term. Prerequisite for NES 301: 202 or equivalent with permission of instructor. Prerequisite for NES 302: 301 or equivalent with permission of instructor. This sequence may be used as literature to fulfill the humanities distribution requirement. Limited to 15 students.

M W F 2:30-3:20. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: the language is viewed through the literature and the literature through the language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

NES 311 Advanced Arabic I @

311, fall. 4 credits each term. Prerequisite for NES 311: NES 212 or permission of instructor. Limited to 15 students.

M W F 2:30-3:20. M. Younes.

Students will be introduced to authentic, unedited Arabic language materials ranging from short stories and novels to political speeches and writings. Emphasis will be on developing fluency in oral expression through lively discussions of socially and politically provocative issues that are presented in the reading selections. A primary objective will be increased accuracy in pronunciation and grammar.

[NES 330-331 Hieroglyphic Egyptian I and II @#

330, fall; 331, spring. 4 credits. Not offered 1993-94.]

[NES 333-334 Elementary Akkadian I and II (also NES 633-634) @#

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1993-94.]

NES 335-336 Readings in Akkadian Texts (also NES 635-636) @#

635, fall; 636, spring. 4 credits. Prerequisite for NES 336: 333-334. Prerequisite for 636: 633-634.

Hours to be arranged. D. I. Owen. Selected readings in Akkadian texts.

[NES 337-338 Ugaritic I and II @#
337, fall; 338, spring. 4 credits. Not offered 1993-94.]

NES 400 Seminar in Advanced Hebrew (also JWST 400) @
Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 302/JWST 302 or permission of instructor.

T R 11:40-12:55. N. Scharf.
Continuation of work done in NES/JWST 302. Less emphasis will be placed on the study of grammar. Reading and discussing texts of cultural relevance, using articles published in Israeli newspapers and works by authors in each of the three principal genres: poetry, theater, and novels.

NES 411 Readings in Arabic Texts @
Fall. 4 credits. Prerequisite: 2 years of Modern Standard Arabic, or permission of instructor.

M W F 2:30-3:20. B. Hamad.
Selected readings in a variety of Arabic texts.

[NES 412 Introduction to Arabic Linguistics (also DMLL 512) @#
Spring. 4 credits. Prerequisites: one year of Arabic and an introductory course in linguistics or permission of instructor. Not offered 1993-94.]

NES 416 Structure of the Arabic Language @
Spring. 4 credits. Prerequisite: one year of Arabic or a linguistic background. Enrollment limited to 15 students.

M W F 2:30-3:20. M. Younes.
The course consists of a brief history of Arabic and its place in the Semitic language family, the sociolinguistic situation in the Arab world (diglossia), Arabic phonology (sounds, emphasis, syllable structure and related processes), morphology (verb forms and derivational patterns), and syntax (basic sentence structures, cases and moods).

[NES 423-424 Elementary Biblical Hebrew I & II (also Jewish Studies 223-224 and Near Eastern Studies 232-235) @#
423, fall; 424, spring. 3 credits each term. Not offered 1993-94.]

[NES 433 Introductory Sumerian @#
Fall. 4 credits. Prerequisite: Permission of instructor. Not offered 1993-94.]

[NES 625 West Semitic Inscriptions
Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1993-94.]

[NES 633-634 Elementary Akkadian I and II (also NES 333-334)
633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1993-94.]

NES 635-636 Readings in Akkadian Texts (also NES 635-636)
635, fall; 636, spring. 4 credits.
For description see NES 336 under Near Eastern Studies Languages.

Archaeology

[NES 243 The History and Archaeology of Ancient Israel (also Religious Studies 243, Archaeology 243, Jewish Studies 260) @#
Spring. 4 credits. Not offered 1993-94.]

NES 261 Ancient Seafaring (also Archaeology 275) @#
Spring. 3 credits.

T R 11:40-12:55. D. I. Owen.
A survey of the history and development of archaeology under the sea. The role of nautical technology and seafaring among the maritime peoples of the ancient Mediterranean world—Canaanites, Minoans, Mycenaeans, Phoenicians, Hebrews, Greeks, and Romans—as well as the riverine cultures of Mesopotamia and Egypt. Evidence for maritime trade, economics, exploration, and colonization and the role of the sea in religion and mythology are discussed.

[NES 263 Introduction to Biblical History and Archaeology (also Archaeology 263, Jewish Studies 263, and Religious Studies 264) @#
Spring. 3 credits. Not offered 1993-94.]

[NES 264 Agriculture and Society in the Ancient Near East @#
Spring. 3 credits. Not offered 1993-94.]

[NES 267 Mediterranean Archaeology (also Classics 219) @#
Fall. 3 credits. Not offered 1993-94.]

[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @#
Fall. 4 credits. Not offered 1993-94.]

[NES 362 The History and Archaeology of Ebla @#
Fall. 4 credits. Prerequisite: Archaeology 100 or any introductory course in ancient history or archaeology. Not offered 1993-94.]

NES 364 Introduction to Field Archaeology in Israel (also Jewish Studies 364) @#
Summer. 6 credits.
D. I. Owen.

An introduction to archaeology fieldwork—excavation techniques, pottery analysis, and recording. Materials studied will range from the early Bronze Age to the Roman period. Emphasis also on the role archaeology plays in the reconstruction of biblical history and the various approaches used to achieve that reconstruction. On-site supervision will be supplemented by regular lectures on the history, culture, and literature of the peoples whose remains will be exposed. Requirements include regularly assigned readings and two papers. Graduate credit by special arrangement. Please contact department (255-6275) for further details.

[NES 365 The Divided Monarchy (also Jewish Studies 365) @#
Fall. 4 credits. Prerequisite: NES 243 or permission of instructor. Not offered 1993-94.]

[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @#
Fall. 4 credits. Not offered 1993-94.]

[NES 367 The History and Archaeology of Ancient Egypt @#
Fall. 4 credits. Not offered 1993-94.]

[NES 461 Seminar in Syro-Palestinian Archaeology: The Israelite Conquest of Canaan (also Jewish Studies 461) @#
Fall. 4 credits. Not offered 1993-94.]

Civilization

NES 152 Introduction to Islam: Religion, Society, and Politics (also Religious Studies 152) @#
Spring. 3 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program.

M W F 1:25-2:15. D. Powers.
This course is intended as a general introduction to Islam and to Islamic civilization. The course has three units. In unit one we will examine the rise of Islam in its Arabian and Near Eastern context, study the fundamental beliefs and practices of Muslims, and survey the principle areas of Islamic intellectual activity, e.g., law, theology, mysticism, and philosophy. In unit two we will examine the structure of Muslim society, paying attention to the status of women, slaves, and minorities. In unit three we will explore the relationship between religion and politics, with special attention to contemporary Islamic political movements and to relations between the Muslim world and the West.

[NES 157 Introduction to Islamic Civilization @#
Fall. 3 credits. Not offered 1993-94.]

[NES 197-198 Introduction to Near Eastern Civilization (also Religious Studies 197-198) @#
197, fall 198, spring. 3 credits. Must be taken before declaring the major and is required for all department majors. NES 197 or 198 and any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either the social sciences or the humanities, depending on the second course used in combination with 197 or 198. Not offered 1993-94.]

[NES 234 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Comparative Literature 234, Jewish Studies 284, Near Eastern Studies 436, Religious Studies 234 and Spanish Literature 240) @#
Spring. 3 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program. Not offered 1993-94.]

NES 246 Seminar on Jewish Mysticism (Religious Studies 246) #
Fall. 3 credits. Limited to 15 students. This course can also be used to fulfill the requirements of the Medieval Studies Program.

M W F 1:25-2:15. S. Katz.
This course will deal with an intensive study of certain essential problems in the history of Jewish mysticism from the Rabbinic period to the early Middle Ages. Knowledge of Hebrew is not required.

NES 281 Gender and Society in the Muslim Middle East (also History 280, Religious Studies 281, Women's Studies 281) @#
Fall. 3 credits.

M W F 2:30-3:20. L. Peirce.
This course examines conceptions of gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, social hierarchies and family structure, sexuality, and the problem of Western perceptions of Muslim society. Although attention will be given to gender

issues in the contemporary Middle East, the course focuses on the historical roots of present-day social configurations. Readings include primary sources in translation; visual materials (slides, movies) form an integral part of the course.

[NES 320 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also Jewish Studies 340 and Religious Studies 340) @#

Spring. 4 credits. Not offered 1993-94.]

[NES 324 The History of Early Christianity (also Jewish Studies 344 and Religious Studies 325) #

Fall. 4 credits. This course can also be used to fulfill the requirements for the Medieval Studies Program. Not offered 1993-94.]

NES 340 Judaism and Christianity: A Historical and Theological Encounter (also Religious Studies 341) #

Spring. 4 credits. Enrollment limited to 20 students.

M W F 1:25-2:15. S. Katz.

This course will consider the encounter between Judaism and Christianity in the first five centuries of the Christian Era. It will analyze the historical context in which Christianity arose and then turn to an in-depth analysis of such elemental theological issues as: man, sin, redemption, covenant, Torah, grace, and messianism. Reading will be from the rabbinic corpus and the New Testament, supplemented by modern scholarly works.

[NES 346 Jews of Arab Lands (also Jewish Studies 386) @#

Fall. 4 credits. Not offered 1993-94.]

[NES 348 Varieties of Judaism in the Graeco-Roman World (also Jewish Studies 348 and Religious Studies 348) @#

Spring. 4 credits. Not offered 1993-94.]

[NES 351 Introduction to Islamic Law (also Religious Studies 350) @#

Spring. 4 credits. This course can also be used to fulfill the requirements for the Medieval Studies Program. Not offered 1993-94.]

[NES 352 Islam and the West @

Spring. 3 credits. Not offered 1993-94.]

[NES 357 Islamic Law and Society @#

Fall. 4 credits. Not offered 1993-94.]

[NES 436 Muslim, Christians, and Jews in Islamic Spain: Literature and Society (also Comparative Literature 234, Jewish Studies 284, Near Eastern Studies 436, Religious Studies 234, and Spanish Literature 240) @#

Spring. 3 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program. Not offered 1993-94.]

NES 453 Islam in South Asia (also History 417 and Religious Studies 417) @#

Fall. 4 credits.

M 2:30-4:25. R. Ahmed.

This course will examine the dominant features of South Asian Islam, including the nature of beliefs and practices, the rituals and institutions in their different local contexts. One of the major objects of this course is to demonstrate that Islam never functioned as a monolithic system in South Asia and devel-

oped its own traditions in different local contexts which did not necessarily conform to the orthodox interpretations by the ulema. It will conclude with a consideration of the major Islamic movements in South Asian Islam in more recent times.

History

NES 152 Introduction to Islam: Religion, Society, and Politics (also Religious Studies 152) @#

Spring. 3 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program.

M W F 1:25-2:15. D. Powers.

For description see NES 152 under Near Eastern Civilization.

[NES 243 History and Archaeology of Ancient Israel (also Jewish Studies 284) @#

Spring. 4 credits. Not offered 1993-94.

For description see NES 243 under Near Eastern Archaeology.]

NES 248 Introduction to Classical Jewish History @#

Fall. 3 credits. Enrollment limited to 40 students.

M W F 10:10-11:00. S. Katz.

A survey of the major developments in Jewish history between the destruction of the first temple in 586 B.C.E. and the rise of Islam. Topics will include the return under Ezra and Nehemiah; the encounter with Hellenism; the Antiochene persecutions; the growth of Roman influence; the rebellion of 70 C.E.; the rise of such Jewish groups as the Sadducees, Pharisees, and Essenes; the conflict with early Christianity; and the nature of rabbinic Judaism.

NES 249 Introduction to Modern Jewish History #

Spring. 3 credits. Enrollment limited to 40 students.

M W F 10:10-11. S. Katz.

A survey of the major developments in Jewish history between the expulsion from Spain (1492) until 1900. Topics will include the growth of mysticism and Hasidism; the development of Eastern European Jewry; the impact of emancipation; the rise of Jewish pluralism, e.g., Reform Judaism, Conservative Judaism, Neo-Orthodoxy; the character of modern anti-Semitism; the origins and growth of American Jewry; and the beginnings of political Zionism.

NES 257 Islamic History: 600-1258 (also History 254 and Religious Studies 257) @#

Fall. 3 credits. This course can also be used to fulfill the requirements for the Medieval Studies Program.

M W F 2:30-3:20. D. Powers.

A survey of Islamic history from the lifetime of the Prophet to the Mongol conquest of Baghdad. Topics to be covered will include the emergence of Islam as a major world religion; the impact of the Arab conquests on the Mediterranean world; political, military, and cultural contacts between the Islamic Near East and western Europe.

NES 258 Islamic History: 1258-1914 (also History 248 and Religious Studies 258) @#

Spring. 3 credits. This course can also be used to fulfill the requirements for the Medieval Studies Program.

M W F 3:35-4:25. L. Peirce.

This course will survey the major developments in Islamic social, political, and cultural history from the Mongol conquest until modern times. We will examine the impact of nomadic invasions and steppe culture on sedentary society in the Middle East and the rise of the great states characteristic of the post-Mongol period. We will also analyze the categories that have traditionally been used to define social structure in Islamic society. Throughout we will be concerned with contacts with Europe and will examine the validity of the model of the "rise" of the West and the "decline" of the Islamic world. The course will conclude by looking at colonialism and the rise of nationalism as background to current issues in the Middle East.

NES 261 Ancient Seafaring (also Archaeology 275) @#

Spring. 3 credits. D. I. Owen. For description see NES 261 under Near Eastern Archaeology.

[NES 264 Agriculture and Society in the Ancient Near East @#

Spring. 3 credits. Not offered 1993-94.]

NES 294 Modern History of the Middle East: Changing Politics, Society, and Ideas (also Government 358) @

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences.

T R 11:40-12:55. D. Menashri.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Middle East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in the global and regional contexts. The course does not presuppose the knowledge of Middle Eastern languages.

NES 340 Judaism and Christianity: A Historical and Theological Encounter (also Religious Studies 341) #

Spring. 4 credits.

M W F 1:25-2:15. S. Katz.

For description see NES 340 under Near Eastern Civilization.

[NES 351 Introduction to Islamic Law (also Religious Studies 350) @#

Spring. 4 credits. D. Powers. Not offered 1993-94.]

[NES 352 Islam and the West @

Spring. 3 credits. Not offered 1993-94.]

NES 354 Iran: Between Islam and the West (also History 378)

Spring. 4 credits. Enrollment limited to 25 students.

T R 1:25-2:40. D. Menashri.

Iranian culture and history have often been characterized by their immense ability to absorb and synthesize different and often conflicting forces. Since the coming to power of the Qajar dynasty (1796-1925)—with the gradual increase of Iran's contact with the West—Iran became an arena of growing western influence, reaching its climax with the rapid modernization and westernization under the Pahlavi regime (1925-1979). Westernization was seen, by policymakers and intellectuals as the cure for Iranian problems. Since the 1960s, this trend was reversed with the return to Islam, and rejection of the West were

offered as the only way for salvation. These new influences serve as a background against which one has to study and assess the response to various social and political groups culminating in the Islamic Revolution of 1979. Delving into the roots of the Islamic Revolution (social, economic, political, cultural, ideological, etc.), the course would focus on the characteristics of Islamic radicalism in Iran and, finally, would assess the nature of the Islamic regime, its ideology and politics in the tension between the interests of the state and the ideology of the Islamic Revolution—between the need to absorb western technology and rejection of western cultural and political influence.

[NES 355 Islam and Politics @]
Spring. 4 credits. Not offered 1993–94.]

[NES 358 The Islamic Resurgence @]
Spring. 4 credits. Prerequisite: NES 258 or NES 294. Not offered 1993–94.]

[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @#]
Fall. 4 credits. Not offered 1993–94.]

[NES 362 The History and Archaeology of Ebla @#]
Not offered 1993–94.]

[NES 365 The Divided Monarchy (also Jewish Studies 365) @#]
Not offered 1993–94.]

[NES 366 Archaeology of the Ancient Near East (also Archaeology 310) @#]
Fall. 4 credits. Not offered 1993–94.]

[NES 367 The History and Archaeology of Ancient Egypt @#]
Fall. 4 credits. Not offered 1993–94.]

NES 395 International Relations of the Middle East (also Government 392) @
Spring. 4 credits.
T R 8:40–9:55. S. Telhami.

[NES 397 Topics in the Middle East (also Government 352) @]
Spring. 4 credits. Not offered 1993–94.]

[NES 418 Seminar in Islamic History: Muhammad and the Rise of Islam (also History 460, Near Eastern Studies 618, and Religious Studies 418/618) @#]
Spring. 4 credits. Not offered 1993–94.]

NES 453 Islam in South Asia (also History 417 and Religious Studies 417) @#]
Fall. 4 credits.
M 2:30–4:25. R. Ahmed.
For description see NES 453 under Near Eastern Civilization.

NES 456 Sexuality, Society and the State in the Near East (also History 457 and Women's Studies 455) @#]
Spring. 4 credits.
M W F 11:25–12:05. L. Peirce.

A seminar focusing on the ways in which social practice and the needs of the state have interacted to shape norms of sexual behavior and categories of gender and sexual identity. Topics we will examine include sexuality and gender as components in Islamic monarchy; the ways in which society has resisted the state's attempts to define and control sexuality; and the role of sexuality and gender roles in current political and social debates in the Near

East. Special attention will be paid to the role of the legal process in mediating the contending forces of state and society.

NES 458 Ottoman History: 1300–1923 (also History 446 and NES 359) @#]
Fall. 4 credits.

M W F 10:10–11:00. L. Peirce.
The Ottoman empire at its height included much of southeastern Europe, the Near East, and North Africa; its population was made up of peoples of a variety of ethnic and religious identities. This course will survey the history of the empire from its beginnings in the late thirteenth century until its collapse in World War I. We will begin by examining the political institutions and social structure of the early modern empire. We will then consider issues of modernization and decline in the context of Ottoman interaction with Europe in the eighteenth and nineteenth centuries. The course will conclude by considering the empire's disintegration as background to the twentieth-century history of its successor states; each student will select an area of the empire to examine in depth.

[NES 618 Seminar in Islamic History: Muhammad and the Rise of Islam (also History 660, Near Eastern Studies 418, and Religious Studies 418/618)]
Spring. 4 credits. Not offered 1993–94.]

[NES 682 International Relations of the Middle East (also Government 682)]
Spring. 4 credits. Not offered 1993–94.]

Literature

NES 171 The Hebrew Muse: Explorations in Classical Jewish Literature (also JWST 171)]
Fall. 3 credits.

M W F 3:35–4:25. D. Regenspan.
The vast expanse of Hebrew literature from the Bible to the present day represents not only countless great literary achievements, but an ongoing witness to the unfolding of Jewish life and culture over the course of thousands of years of history. This course is designed to provide a sense of the depth and scope of Jewish literature by focusing on excerpts from its great "classics": Bible, Spain, legal (halakhic) literature, as well as echoes of such literature found in the Hebrew literature of modern times. We will get a taste of the range of this literature by exploring along three "dimensions": "horizontally" along the range of works from a given time periods, "vertically" along the course of a biblical passage's life through the ages as it is commented upon or utilized by later writers, theologians and thinkers, and finally through the dimension of genre as we compare techniques of poetry and prose in their various guises. All work will be through translations. No knowledge of Hebrew or the subject matter itself is required.

[NES 220 The New Testament (also Classics 202 and Religious Studies 202) #]

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101–103 or permission of instructor). Not offered 1993–94.]

NES 223 Introduction to the Bible (also Jewish Studies 223 and Religious Studies 223) @#]

Fall. 3 credits.
T R 10:10–11:25. S. Noegel.

This course will survey the main historical, religious, and literary issues raised by a close textual reading of the Hebrew Bible (from Genesis to Deuteronomy). It will be concerned with both situating the Bible in its ancient Near Eastern context as well as with discerning its meaning for contemporary reality. All readings will be in English translation.

[NES 224 Wisdom Literature: An Introduction @#]
Spring. 3 credits. Not offered 1993–94.]

[NES 226 Exodus and Conquest @#]
Spring. 3 credits. Not offered 1993–94.]

NES 227 Introduction to the Prophets (also Jewish Studies 227 and Religious Studies 227) @#]
Spring. 3 credits.

M W F 10:10–11:00. G. Rendsburg.
A close study of the prophetic literature of the Bible. The course will emphasize a close reading of the main prophetic books in order to (a) locate them historically, (b) recognize the uniqueness of the different prophetic personalities and their messages, and (c) engage the profound theological and moral issues they pose.

[NES 228 Genesis (also Near Eastern Studies 628, Jewish Studies 228 and Religious Studies 228) @#]
Spring. 3 credits. Not offered 1993–94.
T R 10:10–11:25. G. Rendsburg.]

[NES 229 Introduction to New Testament (also Religious Studies 229) #]
Spring. 3 credits. Not offered 1993–94.]

[NES 233 The Lyrics of Love and Death: Medieval Hebrew and Arabic Poetry in Translation (also Comparative Literature 333 and Jewish Studies 233) @#]
Spring. 3 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program. Not offered 1993–94.]

[NES 234 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Comparative Literature 234, Jewish Studies 284, Near Eastern Studies 436, Religious Studies 234, and Spanish Literature 240) @#]

Spring. 3 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program. Not offered 1993–94.
For description, see NES 234 under Near Eastern Civilization.]

[NES 236 Israel: Literature and Society @]
Spring. 3 credits. Not offered 1993–94.]

[NES 279 Jewish Sectarian Literature in Late Antiquity (also Jewish Studies 249 and Religious Studies 279) @#]
Spring. 3 credits. Not offered 1993–94.]

[NES 322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel @#]
Spring. 4 credits. Not offered 1993–94.]

[NES 332 Ancient Near Eastern Literature @#]
Spring. 4 credits. Not offered 1993–94.]

NES 356 Readings in Classical Arabic Texts (also NES 656) @#

Spring. 4 credits. Prerequisite: NES 211-212 or permission of instructor. This course can also be used to fulfill the requirements of the Medieval Studies Program.

M W F 2:30-3:20. D. Powers.

This course is designed to introduce students with a reading knowledge of Arabic to several of the major literary forms of early Islam, including the Quran, Quranic exegesis, hadith, biographical dictionaries, historical texts and polemics.

[NES 383 Readings in Modern Turkish Culture and Society @

Fall. 4 credits. Prerequisite: NES 217-218 or permission of instructor. Not offered 1993-94.]

[NES 402 Seminar in Hebrew Literature and Poetics (also Jewish Studies 402) @#

Spring. 4 credits. Prerequisites: NES 301 or equivalent and permission of instructor. Not offered 1993-94.]

[NES 411 Readings in Classical Arabic Texts @#

Fall. 4 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program. Not offered 1993-94.]

NES 420 Readings in Biblical Hebrew Prose (also Jewish Studies 420 and Religious Studies 420) @#

Spring. 4 credits. Prerequisite: one year of Hebrew, biblical or modern. Course may be repeated for credit.

M W F 1:25-2:15. G. Rendsburg.

Advanced course in reading selected portions of the Hebrew Bible. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns as well.

[NES 421 Readings in Biblical Hebrew Poetry (also Jewish Studies 421 and Religious Studies 423) @#

Spring. 4 credits. Prerequisite for NES 421: one year of Biblical or Modern Hebrew. Course may be repeated for credit. Not offered 1993-94.]

[NES 428 Medieval Biblical Hebrew Exegesis (also Jewish Studies 488 and Religious Studies) @#

Spring. 4 credits. Prerequisite: Advanced knowledge of Hebrew or permission of instructor. Not offered 1993-94.]

NES 429 Readings in the New Testament (also Comparative Literature 429, English 429, and Religious Studies 429) #

Fall. 4 credits. Enrollment limited to 8 NES students; 9 Comparative Literature students; and 8 Religious Studies students.

M W F 12:20-1:10. J. P. Bishop.

Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1993 will be on the Gospels of Mark and John and the Johannine Letter. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the materials should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we

can hope to stay open to scholarly and religious issues alike.

[NES 432 Readings in Judeo-Arabic: Medieval Judeo Arabic and Hebrew Poetics (also Jewish Studies 482) @#

Spring. 4 credits. Prerequisite: Arabic 212, Hebrew 202, or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. Entire sequence may be repeated for credit; readings will vary from year to year. Not offered 1993-94.]

NES 457 The Literature of Arab Feminism (also Comparative Literature 457, Society for the Humanities 407 and Women's Studies 457) @

Fall. 1 credit. This course is scheduled to be taught October 19, 21, 26, and 28, 1993.

T R 2:30-4:25. F. Malti-Douglas.

Arab feminism is a much contested battleground. What defines it? Is it an import from the West? Or is it an authentic Arab cultural and political movement? This seminar will investigate these and other questions, including those of gender roles, political and religious patriarchy, corporal mutilation, etc. We will read and analyze a cross-section of the texts fundamental to contemporary Arab feminism. These will include programmatic writings as well as works of fiction and autobiography. The women authors to be discussed hail from different parts of the Arab world and North Africa and write in both Arabic and French. All works in the seminar, however, will be read in English translation.

[NES 627 The Song of Songs (also Religious Studies 627 and Jewish Studies 627)

Fall. 4 credits. Prerequisite: graduate level or permission of instructor. Not offered 1993-94.]

[NES 628 Genesis (also NES 228 and Jewish Studies 628)

Fall. 4 credits. Not offered 1993-94.]

[NES 633-634 Elementary Akkadian I and II (also Near Eastern Studies 333-334)

Fall, 633; spring, 634. 4 credits. Not offered 1993-94.]

NES 499 Independent Study, Honors

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

NES 635-636 Readings in Akkadian Texts (also NES 335-336)

635, fall; spring, 636. 4 credits. Prerequisite for 636: 633-634. Prerequisite for 336: 333-334.

For description see NES 335-336 under Near Eastern Languages.

NES 656 Readings in Classical Arabic Texts (also NES 356)

Spring. 4 credits. This course can also be used to fulfill the requirements of the Medieval Studies Program.

For description see NES 356 under Near Eastern Studies Literature.

NES 491-492 Independent Study, Undergraduate Level

Fall and/or spring. Variable credit. Prerequisite: permission of instructor. Staff.

NES 691-692 Independent Study: Graduate Level

Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.

The Program of Jewish Studies

The field of Jewish studies encompasses a broad spectrum of disciplines that include civilization, language, literature, philology, and history. The program offers students the opportunity to take a wide variety of courses in Jewish studies whose subjects are not represented in Near Eastern Studies. Students interested in planning a program in Jewish studies should consult the director of the program in the Department of Near Eastern Studies. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

JWST 102 An Introduction to the Classics of Jewish Literature (also Near Eastern Studies 122 and Religious Studies 122)

102, spring. 3 credits each semester.

M W F 3:35-4:25. D. Regenspan.

[JWST 250 Response to the Holocaust

Spring. 2 credits. Not offered 1993-94.]

[JWST 254 Jurisprudence and the Holocaust

Fall. 2 credits. Not offered 1993-94.]

[JWST 257 Seminar: The Eichmann Case

Spring. 2 credits. Prerequisites: 241 and/or 244 or permission of instructor. Enrollment limited to 20 students. Not offered 1993-94.]

JWST 274 Jewish Civilization in Eastern Europe: 1814-1939 (also Russian Literature 274)

Spring. 2 credits.

R 1:25-4:25. A. Nadler.

[JWST 450 Undergraduate Seminar in Recent American History: Benjamin N. Cardozo and the American Judicial Tradition (also History 440)

Fall. 4 credits. Permission of instructor required. Not offered 1993-94.]

JWST 478 Jewish-American Writing (also English 488)

Spring. 4 credits. Limited enrollment. Permission of the instructor required. TBA. J. Porte.

JWST 491-492 Independent Study: Undergraduate

Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.

JWST 499 Independent Study: Honors

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

Related Courses in Other Departments

Archaeology
Classics
Comparative Literature
Economics
English
German Studies
Government
English
History
History of Art

Industrial and Labor Relations Collective
Bargaining
Medieval Studies
Modern Languages and Linguistics
Philosophy
Religious Studies
Romance Studies
Russian Literature
Society for the Humanities
Sociology
Women's Studies

NEPALI

See Department of Modern Languages and Linguistics.

PHILOSOPHY

N. L. Sturgeon, chair; R. N. Boyd,
M. D. Crimmins, G. Fine, C. A. Ginet,
H. Hodes, T. H. Irwin, J. Jarrett, K. Jones,
N. Kretzmann, D. Lyons, R. W. Miller,
S. Shoemaker, A. W. Wood

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to freshmen.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology. (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. A course in formal logic (e.g., Philosophy 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay. Philosophy 490 does *not* count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

PHIL 100 Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the brochure listing freshman writing seminars prepared by the John Knight Writing Program.

PHIL 101 Introduction to Philosophy (by petition for breadth requirement)

Fall and spring. 3 credits. Normally offered in the six-week summer session.

Fall: M W F 9:05. S. Shoemaker.
This course will deal with a number of the central problems in philosophy, such as the existence of God, our knowledge of the external world, the mind-body problem, free will and the foundations of morality.

Spring: T R 10:10. A. Wood.
A survey of some main topics and problems in philosophy: proofs for the existence of God, belief and doubt, the mind-body problem, free will, the basis of morality. Readings will include selections from writings of St. Anselm, St. Thomas Aquinas, Descartes, Hume, Kant, Mill, Nietzsche, Peirce, and James, as well as a number of more recent authors.

PHIL 145 Contemporary Moral Issues

3 credits. Offered only in 6-week summer session.]

PHIL 201 Philosophical Problems

Fall. M W F 10:10. C. Ginet.
This course will discuss the following well-known puzzles: Zeno's paradoxes of motion (the Racecourse, the Arrow, the Stadium) and of plurality, the paradox of the heap, the paradox of the surprise examination, the prisoners' dilemma, Newcomb's problem, and the paradox of the liar. These puzzles present us with reasoning that is paradoxical in the sense that, although it seems clear that there must be something wrong with the reasoning, it is not easy to see what it is. Studying such puzzles is not only an intriguing exercise in itself but can show us interesting things about such basic concepts as those of space, time, motion, truth, knowledge, rational choice, and causation.

PHIL 210 Ancient Thought

4 credits. Not offered 1993-94.]

PHIL 211 Ancient Philosophy

Fall. 4 credits. No prerequisites.

M W F 1:25. T. H. Irwin.

An introduction to ancient Greek and Roman thought: the pre-Socratics; Socrates and Plato; Aristotle; and the Stoics, Epicureans, and Skeptics. Topics to be considered include the following: the nature of reality, the nature and limits of knowledge and of sense-perception, justice and happiness, the good man and the good life for man, the nature of the soul, the nature of divinity, and free will.

PHIL 212 Modern Philosophy

Spring. 4 credits.

T R 2:55. G. Fine.

A survey of major philosophical problems in metaphysics and the theory of knowledge in seventeenth- and eighteenth-century European philosophy. Readings from Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant.

PHIL 213 Existentialism

4 credits. Not offered 1993-94.]

PHIL 214 Philosophical Issues in Christian Thought

4 credits. Not offered 1993-94.]

PHIL 231 Introduction to Formal Logic

4 credits. Normally offered in the six-week summer session.

Fall: M W F 2:30, J. Jarrett. Spring: M W F 9:05, C. Ginet.

Analysis and evaluation of deductive reasoning in terms of formalized languages. The logic of sentences, predicates, and quantifiers. (This course, rather than Philosophy 331, is the recommended introductory formal logic course.)

PHIL 241 Ethics (by petition for breadth requirement)

Fall. 4 credits.

T R 1:25. A. Wood.

An introductory survey of some main problems and positions in metaethics and ethical theory: ethical relativism and objectivity, the fact-value distinction, emotivism and moral realism; teleological, deontological and virtue-based ethical theories; justice and rights; anti-moralism. Readings will include selections from the writings of Aristotle, Kant, Mill, Nietzsche and Moore, as well as John Rawls, Alasdair MacIntyre, Bernard Williams and other contemporary authors.

PHIL 242 Social and Political Theory (by petition for breadth requirement) (also Government 260)

Fall. 4 credits.

M W F 2:30. R. Miller.

A discussion of the leading current disputes, philosophical and political, about economic equality, civil and political liberties, individual rights and the general welfare. Writers studied will mainly be political philosophers (for example, Rawls and Nozick—respectively, the leading liberal and conservative philosophers), but will also include social scientists. The specific political issues to which these writings will be applied will include abortion rights, the prohibition of pornography, affirmative action, welfare reform, and equity in taxation.

PHIL 243 Aesthetics

Fall. 4 credits. Not offered 1993-94.]

[PHIL 244 Philosophy and Literature]
4 credits. Not offered 1993–94.]

PHIL 245 Ethics and Health Care (also Biology and Society 205 and Biological Sciences 205)

Fall. 4 credits. Normally offered in the six-week summer session. Limited to 110 students. (60 under philosophy, 25 under Biology and Society, and 25 under Biological Sciences). Registered students not attending the first week will be dropped from the course. Open to sophomores, juniors, and seniors.

Lecs, T R 8:40–9:55; disc, 1 hour each week to be arranged. Staff.

We examine ethical problems that emerge from cases of health care and search for practical solutions, while also delving deeper into understanding the nature of ethical responsibility and the tools of ethical analysis. This is a "lab" course in philosophy, with considerable work—both individually and in groups—on specific cases, problems and fundamental ethical questions. Major sections include: life, death, reproduction, and ethics; concepts of health care; health care and society; research. *Note:* a more detailed description of this course is available in the biology and society office, 275 Clark Hall.

PHIL 246 Ethics and the Environment (also Biology and Society 206 and Biological Sciences 206)

Spring. 4 credits. Limited to 100 students. (50 under philosophy, 25 under Biology and Society, and 25 under Biological Sciences). Open to all undergraduates. Permission of instructor required for freshmen.

Lecs, T R 8:40–9:55; disc, 1 hour each week to be arranged. Staff.

We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. This is a "lab" course in philosophy: you will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include articulating the relationships between knowledge and values and distinguishing between ethics and economics, ecology, ideology, politics and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is strongly recommended. *Note:* a more detailed description of this course is available in the biology and society office, 275 Clark Hall.

[PHIL 247 Ethics and Public Life]
4 credits. Not offered 1993–94.]

PHIL 261 Knowledge and Reality

Spring. 4 credits.

T R 11:40. M. Crimmins.

An introduction to philosophical issues in epistemology and metaphysics. Topics may include skepticism, free will, causation, perception, and cognitive acquaintance. Readings will be chosen from classic and contemporary sources.

[PHIL 262 Philosophy of Mind]
4 credits. Not offered 1993–94.]

PHIL 263 Religion and Reason

Fall. 4 credits.

T R 2:55. N. Kretzmann.

Recent and traditional literature will be taken into account in the examination of such topics as evidence for and against the existence of a god, philosophical problems associated with the attributes of God as described in the great monotheistic religions, and philosophical problems associated with the relationship of

God to the physical universe and to human beings.

PHIL 286 Science and Human Nature

Fall. 4 credits.

M W F 11:15. R. N. Boyd, K. Jones.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topic for 1993: Darwin, social Darwinism, and human sociobiology.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

PHIL 309 Plato #

Fall. 4 credits. Prerequisites: at least one philosophy course above the 100 level.

T R 2:55. G. Fine.

This course is a systematic survey of many of Plato's major dialogues. The focus of the course is on metaphysics and epistemology.

[PHIL 310 Aristotle #]

4 credits. Not offered 1993–94.]

[PHIL 311 Modern Rationalism #]

4 credits. Not offered 1993–94.]

PHIL 312 Modern Empiricism #

Spring. 4 credits.

M W F 9:05. N. Sturgeon.

The major philosophical works of Locke, Berkeley, and Hume. Topics include knowledge and skepticism; thought and meaning; substance and causation; the interpretation of physical science; God; the role of philosophy.

[PHIL 314 Topics in Ancient Philosophy #]

4 credits. Not offered 1993–94.]

PHIL 315 Medieval Philosophy #

Fall. 4 credits.

T R 10:10. N. Kretzmann.

A survey of medieval philosophy, starting with the beginning of the Christian era and ending in the fifteenth century, especially metaphysics (including philosophical theology) and epistemology.

PHIL 316 Kant #

Fall. 4 credits.

T R 11:40. A. Wood.

Introduction to Kant's main doctrines in metaphysics, theory of knowledge, and ethics. Topics include the possibility of nonempirical knowledge, the nature of space and time and our knowledge of them, proof of the existence of an objective world, why events must have causes, determinism and the possibility of free will, and the basis of morality.

[PHIL 317 Hegel #]

4 credits. Not offered 1993–94.]

[PHIL 318 Twentieth-Century Philosophy]

4 credits. Not offered 1993–94.]

[PHIL 319 Philosophy of Marx #]

4 credits. Not offered 1993–94.]

PHIL 331 Formal Logic

Spring. 4 credits. Prerequisite: Philosophy 231 or equivalent or permission of the instructor.

M W F 2:30. H. Hodes.

Review of derivations and other material covered in 231; basic set-theoretic concepts; truth in a model and the semantic definitions

of consequence, validity, equivalence, and other logic concepts; and the soundness and completeness of a natural-deduction formalization of elementary logic. Further topics will be covered if time permits.

PHIL 332 Philosophy of Language

Fall. 4 credits.

T R 1:25. M. Crimmins.

An introduction to the philosophy of language, focusing on problems about meaning, truth and reference in linguistic communication, and how these issues bear on the relations among mind, language and the world. Readings will be selections from Frege, Russell, Wittgenstein, Quine, Kripke, and others.

PHIL 341 Ethical Theory

Spring. 4 credits.

T R 11:40. K. Jones.

Are traditional ethical theories gender-neutral? Do they overlook the situatedness of agents? Do they devalue emotions and relations to particular others? We'll also examine Carol Gilligan's claim that women speak with a distinctive ethical voice—of care, rather than justice.

[PHIL 342 Law, Society, and Morality (also Law 666)]

Fall. Not offered 1993–94.]

[PHIL 343 Political Obligation and Civil Disobedience (also Law 676)]

4 credits. Not offered 1993–94.]

PHIL 344 History of Ethics: Ancient and Medieval #

Fall. 4 credits.

M W F 2:30. T. H. Irwin.

The development of moral theory in Greek, Roman, and medieval philosophers. Topics include: Socrates and his questions about morality; the different answers of Plato, Aristotle, and the Stoics; and the influence of Christian thought. Main questions: happiness, welfare, and the human good; the virtues; self-interest and the interests of others; love, friendship and morality; theories of human nature and their relevance to ethics; comparisons and contrasts with modern moral theory. Readings mainly from Plato, Aristotle, the Stoics, St. Paul, St. Augustine, St. Thomas Aquinas. No prerequisites.

PHIL 345 History of Ethics: Modern #

Spring. 4 credits.

M W F 1:25. T. H. Irwin.

A continuation of Philosophy 344. Hobbes's challenge to Greek and Christian ethics, responses to Hobbes, self-interest and the interests of others, the place of reason and sentiment in ethics, the objectivity of ethics, different conceptions of the right and the good, utilitarianism and its critics, and radical critiques of morality. Readings mainly from Hobbes, Butler, Hume, Kant, Sidgwick, Nietzsche, Bradley, and Rawls.

PHIL 346 Modern Political Philosophy (also Government 462)

Spring. 4 credits.

M W F 2:30. R. Miller.

A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, and Gauthier. We will consider the different treatment in each theory of equality, liberty, and the general welfare, the different conceptions of morality on which each is grounded, and the consequences of each for current political controversies.

PHIL 361 Metaphysics and Epistemology
Spring. 4 credits.

T R 1:25. C. Ginet, S. Shoemaker.
Topic for spring 1994: perception.

PHIL 362 Philosophy of Mind
Spring. 4 credits.

M W F 11:15. S. Shoemaker.
Topic for 1994: Materialist Theories of Mind, and Mental Causation. An examination of some of the main materialist theses about the mind, including the psychophysical identity theory, functionalism, token-identity theory, and supervenience claims, and of some of the main objections that have been raised against these various views. Special attention will be given to the accounts of mental causation given by the different theories.

[PHIL 363 Topics in the Philosophy of Religion]

4 credits. Not offered 1993-94.]

[PHIL 368 Global Climate and Global Justice (also Government 368)]

Not offered 1993-94.]

[PHIL 369 Limiting War: The Morality of Modern State Violence (also Government 469)]

4 credits. Not offered 1993-94.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity

Fall. 4 credits.

W 7:30-10 p.m. Sections: R 10:10-11:25, 1:25-2:40. R. Boyd.
An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

[PHIL 382 Philosophy and Psychology]

4 credits. Not offered 1993-94.]

PHIL 384 Philosophy of Physics

Fall. 4 credits.

M W F 10:10. J. Jarrett.
An introduction to issues arising in a philosophical examination of modern physical science. Relevant aspects of classical statistical mechanics, relativity theory, and quantum mechanics will be considered in connection with such topics as microphysical indeterminateness, probabilistic laws, causality, the direction of time, action-at-a-distance, and scientific explanation.

[PHIL 388 Social Theory]

4 credits. Not offered 1993-94.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]

4 credits. Not offered 1993-94.]

PHIL 390 Informal Study

Fall or spring. Credit to be arranged.
Staff.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 395 Majors Seminar]

4 credits. Not offered 1993-94.]

PHIL 409 German Philosophical Texts
Fall and spring. 2 credits. Prerequisites: knowledge of German and permission of instructor.

Hours to be arranged. A. Wood.
Reading of philosophical texts in the original German.

PHIL 410 Latin Philosophical Texts #
Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor.

Hours to be arranged. N. Kretzmann.
Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also Classics 311) #
Fall and spring. Variable credit. Prerequisites: knowledge of Greek and permission of instructor.

Hours to be arranged. T. Irwin.
Reading of philosophical texts in the original Greek.

[PHIL 412 Medieval Philosophy #]

4 credits. Not offered 1993-94.]

[PHIL 413 Topics in Ancient Philosophy #]

4 credits. Not offered 1993-94.]

[PHIL 414 German Philosophy after Kant #]

4 credits. Not offered 1993-94.]

[PHIL 415 Special Topics in the History of Philosophy #]

Fall. Not offered 1993-94.]

[PHIL 416 Modern Philosophy #]

4 credits. Not offered 1993-94.]

[PHIL 431 Deductive Logic (also Mathematics 481)]

4 credits. Not offered 1993-94.]

[PHIL 433 Philosophy of Logic]

4 credits. Not offered 1993-94.]

[PHIL 436 Intensional Logic (also Mathematics 483)]

4 credits. Not offered 1993-94.]

[PHIL 437 Topics in the Philosophy of Language]

4 credits. Not offered 1993-94.]

[PHIL 441 Contemporary Ethical Theory]

4 credits. Not offered 1993-94.]

[PHIL 442 Ethics and the Philosophy of Mind]

4 credits. Not offered 1993-94.]

[PHIL 443 Topics in Aesthetics]

4 credits. Not offered 1993-94.]

[PHIL 444 Contemporary Legal Theory (also Law 710)]

4 credits. Not offered 1993-94.]

[PHIL 446 Topics in Social and Political Philosophy]

4 credits. Not offered 1993-94.]

PHIL 461 Metaphysics
Fall. 4 credits.

R 4:30-6:15 p.m. R. Miller.
Topic for 1993-94: Justification, explanation, and truth. We will investigate recent controversies over our access to truths about the external world, in everyday life and in science. Issues may include the nature of explanation and the status of inference to the best explanation; the dependence of justification on background assumptions and

its implications for relativism; the role of social practice in justification and reference and their bearing on realism; the relation between everyday, technical scientific, and moral inquiry. Readings may include work by Anscombe, Fine, Harman, Miller, Putnam, Rorty, van Fraassen, and Wittgenstein.

PHIL 481 Problems in the Philosophy of Science

Spring. 4 credits.

M W F 1:25. J. Jarrett.
A study of the logical and conceptual structure of quantum mechanics. Topics to be discussed include Heisenberg's Principle, complementarity and the Copenhagen Interpretation, quantum logic, the measurement problem, the "paradoxes" (Schrodinger's cat, Wigner's friend, the EPR argument), Bell's Theorem, and the Everett-Wheeler ("many worlds") Interpretation. Some previous training in physics or mathematics is recommended, but no specialized background will be presupposed. The course will attempt to provide a philosophically responsible account of the structure of quantum mechanics in a way that fosters insight into the reasons certain aspects of the theory remain controversial.

[PHIL 483 Philosophy of Choice and Decision]

4 credits. Not offered 1993-94.]

PHIL 490 Special Studies in Philosophy
Fall or spring. 4 credits. Open only to honors students in their senior year.

Staff.

PHIL 611 Ancient Philosophy #
Spring. 4 credits.

M 4:30-6:30. G. Fine.
Topics to be announced.

PHIL 612 Medieval Philosophy #
Spring. 4 credits.

T 4:30-6:30. N. Kretzmann.
Topic for spring 1994: Philosophy from the Top Down: Aquinas's *Summa contra gentiles* I-III.

PHIL 613 Modern Philosophers #
Spring. 4 credits.

W 4:30-6:30. A. Wood.
Topic for spring 1994: Kant's philosophy of history as the basis of his moral, political and religious thought.

[PHIL 619 History of Philosophy #]

4 credits. Not offered 1993-94.]

PHIL 633 Philosophy of Language (also Linguistics 700)

Spring. 4 credits.

R 4:30-6:30. M. Crimmins.
Topic for spring 1994 to be announced. Possibilities include: logical form, propositional attitude statements, conceptions of semantics, and varieties of contextuality.

PHIL 641 Ethics and Value Theory
Fall. 4 credits.

M 4:30-6:30. N. Sturgeon.
Topic for fall 1993: Realism, relativism and subjectivism in ethics.

[PHIL 661 Theory of Knowledge (also S&TS 661)]

4 credits. Not offered 1993-94.]

PHIL 662 Philosophy of Mind/The Emotions

Fall. 4 credits.

T 4:30-6:30. K. Jones.

What is an emotion? When, if ever, is an emotion justified? Do emotions essentially involve evaluative beliefs? If not, what is an emotion's cognitive content? Further topics will be chosen from the following: the role of self-interpretation in emotion, the claim that emotions are socially constructed, the role of emotions in ethical perception, emotions and literature, emotions of self-assessment (such as pride, shame, and guilt), and particular emotions such as anger, bitterness, and jealousy.

[PHIL 663 Philosophy of Religion]
4 credits. Not offered 1993-94.]

[PHIL 664 Metaphysics]
4 credits. Not offered 1993-94.]

[PHIL 665 Metaphysics]
4 credits. Not offered 1993-94.]

[PHIL 681 Philosophy of Science]
4 credits. Not offered 1993-94.]

[PHIL 682 Philosophy of Social Science]
4 credits. Not offered 1993-94.]

PHIL 700 Informal Study
Fall or spring. Credit to be arranged.
Staff.

To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

PHIL 773 Proseminar in Cognitive Studies (also Cognitive Studies 773, Linguistics 773, and Computer Science 773)

Fall. 2 credits.

R 1:25.

See course description under PHIL 774.

PHIL 774 Proseminar in Cognitive Studies (also Cognitive Studies 774, Linguistics 774, and Computer Science 774)

Spring. 2 credits.

R 1:25. Staff (taught from Cornell's Cognitive Studies Program, representing the fields of computer science, linguistics, psychology, and philosophy).

This is a year-long lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use. Topics may include the psychology of perception and cognition; the philosophy of mind, language, and knowledge; the phonology, syntax, and semantics of natural language; computational approaches to natural language processing, vision and reasoning; parallel distributed processing, and neuropsychology.

PHYSICS

K. Gottfried, chair (109 Clark Hall, 255-6016); R. S. Galik, director of undergraduate studies; J. P. Alexander, V. Ambegaokar, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, D. G. Cassel, G. V. Chester, B. Cooper, R. M. Cotts, P. Drell, V. Elser, D. B. Fitch, C. P. Franck, B. Gittelman, B. Greene, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, D. F. Holcomb, M. P. Kalos, T. Kinoshita, A. LeClair, D. M. Lee, G. P. Lepage, R. M. Littauer, N. D. Mermin, N. Mistry, J. Orear, J. M. Parpia, J. R. Patterson, R. O. Pohl, J. D. Reppy, R. C. Richardson, J. T. Rogers, D. L. Rubin, E. E. Salpeter, J. P. Sethna, S. L. Shapiro, A. J. Sievers, E. Siggia, R. H. Silsbee, P. C. Stein, R. M. Talman, M. P. Teter, S. A. Teukolsky, R. Thorne, M. Tigner, H. Tye, T-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Junior and senior students will find many opportunities for research participation and summer employment.

Three introductory physics sequences are open to freshmen: 101-102, 112-213-214, and 207-208. In addition, there is a group of general-education courses, Physics 201 through 206, 209, 210. Physics 101-102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in the sequence. Physics 101-102 or 207-208 may be taken as terminal physics courses. The three-term sequence 112-213-214 or its honors version, 116-217-218, is recommended for engineers and physics majors. Physics 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of Computer Science 99 or 101, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include: Physics 315, Phenomena of Microphysics; Physics 330, Modern Experimental Optics; and Physics 360, Electronic Circuits.

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult Professor Cotts, 522 Clark Hall. Students requesting transfer credit for physics courses taken at another college should consult the director of undergraduate studies.

The Major

The major program is constructed to accommodate students who wish to prepare

for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take Physics 112 with co-registration in Mathematics 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (Physics 112-213-214 or Physics 116-217-218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (Physics 316-317), (b) at least three semester hours of laboratory work selected from Physics 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least Mathematics 294 or 222. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (Applied and Engineering Physics 321-322 or Mathematics 421-422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed upon by the student and major faculty adviser.

Note: The requirements as stated above apply to all students who will graduate in the class of 1995 or later. Students graduating in 1994 or earlier will be governed by the requirements in effect at the time of their acceptance into the major program. Those earlier requirements included fewer credits in the core.

Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong high school preparation, the sequence Physics 116-217-218 is encouraged. Core courses in mechanics and electromagnetism will normally be Physics 318 and Physics 325 respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course Physics 410. This means a physics concentration needs a minimum of 7 hours of laboratory work to complete the requirements. The accompanying table shows several typical

course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these standard patterns will be common, as agreed upon between student and major faculty adviser.

Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least 8 credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or mathematically oriented economics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. The concentration in natural science is particularly appropriate for students who wish to prepare for secondary school teaching.

For students with concentrations outside physics, the core requirements in mechanics can be appropriately met with either Physics 431 or Physics 318. For such students, Physics 432 is the normal choice for work in electromagnetism.

Students with an astronomy concentration who might continue in that field in graduate school should use Astronomy 410, 431, 432 as part of the concentration; they should use Physics 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

Foreign Language Requirement

Students interested in eventual graduate work in physics are advised to meet this College of Arts and Sciences requirement with work in French, German, or Russian.

Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty.

Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that if a student wishes to complete a major in physics as well as a major in one or more other subjects, any course used to satisfy a requirement of the second major may not be used also in satisfaction of any physics major requirement.

Distribution Requirement

Class of 1995 and before: The requirement in physical sciences is met by any two sequential courses such as Physics 101–102 or 207–208 or 112–213 or any combination of the first term of one sequence and the second term of another. It is also met by any two general education courses from the group 201–206, 209, 210 or by a combination of 101 or 112 or 207 with one from the group 201–206, 209, 210.

Class of 1996 and after: All Physics courses.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 112, 116, 207 (Mechanics)
Physics 102, 208, 213, 217 (Electricity and Magnetism)
Physics 102, 208, 214, 218 (Waves)

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

Courses

PHYS 101–102 General Physics

101, fall; 102, spring (101–102 also normally offered in summer). 4 credits each term. Prerequisites: three years of high school mathematics, including some trigonometry. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes more modern physics and less mathematical analysis than Physics 207–208 but more mathematics than Physics 201–206, 209, 210. (Students planning to major in a physical science should elect Physics 207–208 or 112–213–214.) A mostly self-paced, mastery-oriented autotutorial format; students work in a learning center at hours of their choice. Mastery testing on each unit (with a limit of three attempts).

One opening lecture 7:30 p.m., R Aug. 26 or M Aug. 30 (fall); M Jan. 24 (spring).
Fall, R. M. Cotts, B. Richardson; spring, R. M. Cotts, B. Richardson.

Basic principles treated quantitatively but without calculus. Major topics for 101: kinematics and dynamics; forces; and sound. Momentum; energy; thermal physics; kinetic theory; thermodynamics; fluid mechanics; waves and sound. For 102: electricity and magnetism; optics; relativity; atomic, quantum, and nuclear physics; particles and waves. Laboratory emphasizes instrumentation, measurement, and interpretation of data. At the level of *Physics*, by Cutnell and Johnson.

PHYS 112 Physics I: Mechanics and Heat

Fall or spring (normally also offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in Mathematics 191 or 111.

Lecs M W F 10:10 or 12:20; 2 recs each week; six 3-hr. labs. Evening exams: fall, Sept. 23, Oct. 26, Nov. 30; spring, Feb. 22, Mar. 17, Apr. 21. Fall, M. Tigner; spring, S. McGuire.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. Introduction to thermodynamics. At the level of *Physics for Scientists and Engineers*, Vol. 1, by Tipler.

PHYS 116 Physics I: Mechanics and Special Relativity

Fall or spring. 4 credits. A more analytic version of Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors. Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective

Typical Physics Course Sequences

(The semesters in which 316, 317, 431, 432, and 443 are listed are those that will be available to majors in the classes of 1995 or later.)

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st – Fall	112	116	112	
2nd – Spring	213	217	213	112
3rd – Fall	214	218, 310	214	213
4th – Spring	316, 310 or 360	316, 318	310 or 360	214
5th – Fall	317, 327	317, 327	316	330, 316
6th – Spring	318, 443	360, 443	431 or 318	431 or 318
7th – Fall	341, 410	341, 410	317, 432	317, 432
8th – Spring	Elective(s)	Elective(s)		

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112–113–214 and 116–217–218 are possible, although the combination 112–213–218, is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 must coregister for 216.

•Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

•Physics electives include 327, 360, 444, 454, 455, 525, 553, 561, 572, the senior seminars 481–483, Astronomy 332 or 431–432, and A&EP 434, 436.

transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction.

Lecs, M W F 10:10; 2 recs each week; one 3-hr. lab alternate weeks. Evening exams may be scheduled. Fall, D. Rubin; spring, Staff.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

PHYS 200 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Archaeology 285, English 285, Art 372, and NS&E 285)

Spring. 3 credits.

Lecs. (3 per week) TBA.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. Archaeological artifacts, works of art, and rare books will be discussed with focus on historical and technical aspects of their creation and on their analysis by modern methods including microscopic, infra-red, and x-ray examination and by nuclear techniques such as carbon dating and compositional analysis using neutrons and charged particles. Scientific concepts underlying the methods will be discussed. Isotopic composition and/or radiographic images are used to identify pigments, inks, clays, etc.; to deduce geographical origins; to date and authenticate objects, and to study their creator's techniques.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World

Fall. 3 credits.

Lec, T R 2:55-4:10; rec, W 2:30-3:20 or W 3:35-4:25. A. Sadoff.

This is a descriptive physics course aimed specifically at the non-science student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques.

[PHYS 203 The Physics of Space Exploration and of Astronomy]

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school mathematics.

Lec, M W F 2:30; disc, W 3:35. Not offered 1993-94.

The principles of physics (plus simple mathematics) are applied to gain knowledge about planets, stars, galaxies, and the universe.]

[PHYS 204 Physics of Musical Sound]

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lec, M W F 2:30; disc, T 3:35 or W 3:35. Staff. Not offered 1993-94.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical

instruments, distinctions in tone quality, musical scales and tuning, some basic principles of room acoustics and reproduction of sound, and aspects of the mechanism of hearing. There will be some lab activities using computers to sample the frequency spectrum of various sounds and wave forms. At the level of *The Science of Sound*, by T. D. Rossing.]

[PHYS 205 Reasoning about Luck]

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lecs, M W F 2:30; 5. 1-hr. labs to be arranged. Not offered 1993-94.

An attempt to explain how and when natural scientists can cope rationally with chance. The first part of the course deals in a constructive way with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. An introduction to mechanics and to heat as probabilistic mechanics follows. In this way, interested students are given a nontrivial understanding of the second law of thermodynamics, that putative bridge between C. P. Snow's two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—is touched on. Approximately five self-paced laboratory experiments will be included.]

PHYS 206 War and Peace in the Nuclear Age (also Government 384)

Spring. 4 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background but will use high school mathematics.

Lecs, T R 11:40-12:55; 1 rec each week. P. Stein.

This course is intended for any student who wishes to understand the following: the history and evolution of military strategy; the developments in 20th-century physics that culminated in the development of the "atomic" bomb; the principles, types, and effects of nuclear weapons; existing and proposed arsenals and delivery systems; the evolution of the nuclear military strategy of the nuclear powers; and the history of nuclear arms-control negotiations. The course will also examine important concepts involved in military strategy and arms control. Much attention will be given to the problem and mechanisms of control of proliferation and weapons of mass destruction. Assignments emphasize quantitative reasoning skills as well as the technical subject matter.

PHYS 207-208 Fundamentals of Physics

207, fall; 208, spring. 4 credits each term. Prerequisites for Physics 207: high school physics plus Mathematics 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Prerequisites for Physics 208: Physics 207 (or 112 or 101) and at least coregistration in Mathematics 112 or 192. Physics 207-208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science.

Lecs M W F 9:05-9:55 or 11:15-12:05; two rec and one 2-hour lab each week, 207, R. H. Silsbee; 208, D. B. Fitchen. Evening

exams: fall, Oct. 7, Nov. 11; spring, Mar. 1, Apr. 14.

207: Mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics and properties of matter. 208: Electricity and magnetism, circuits and topics from physical and geometrical optics, relativity, quantum and nuclear physics. At the level of *University Physics*, by Benson (Wiley 1991).

PHYS 209 Relativity and Chaos

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lecs M W F 2:30-3:20; rec T 2:30-3:20; N. D. Mermin.

We will examine two revolutionary fields of classical physics, one venerable and one relatively recent: the special theory of relativity will be developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" will be explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

PHYS 210 Randomness in Classical and Quantum Physics

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lecs M W F 2:30-3:20; rec T 2:30-3:20; N. D. Mermin.

We will examine two areas of physics where randomness plays a central role: the classical probability theory of gamblers, and its relation to subjects from the nature of coincidence to the direction of the flow of time; and the quantum theory, which promotes randomness from a consequence of human ignorance to a fundamental aspect of the physical world, leading to Einstein's celebrated rejection of a dice-throwing God and his more disturbing complaint about "spooky actions at a distance."

PHYS 213 Physics II: Electricity and Magnetism

Fall or spring (also normally offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for Physics 112.

Lecs, T R 9:05 or 11:15; 2 recs each week; one 3-hr. lab alternate weeks. Evening exams: fall, Oct. 5, Nov. 9; spring, Mar. 3, Apr. 7. Fall, R. Pohl; spring, V. Elser.

Electrostatics, behavior of matter in electric fields, DC and AC circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations and waves, relativity. At the level of *Physics for Scientists and Engineers*, Vol. 2, by Tipler. Laboratory covers electrical measurements, DC and AC circuits, resonance phenomena.

PHYS 214 Physics III: Optics, Waves, and Particles

Fall or spring (also normally offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the mathematics sequence.

Lecs, T R 9:05 or 11:15; 2 recs each week; one 3-hr. lab alternate weeks. Evening exams: fall, Oct. 5, Nov. 4; spring, Mar. 3, Apr. 21. Fall, P. Drell; spring, R. Richardson.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, optics, wave properties of particles, introduction to quantum physics. Course includes computer use in solving problems. At the level of *Physics for Scientists and Engineers*, Vol 1 and Vol. 2, by Tipler.

PHYS 216 Introduction to Special Relativity

Fall or spring, based upon preregistration. 1 credit. Enrollment may be limited. Course will be completed within first six weeks of term. Co-registration in this course is a prerequisite for registration in Physics 217. Prerequisites: Physics 112 or Physics 207 or permission of instructor.

Lecs M W 2:30–3:20. Fall, E. Siggia; spring, staff.

Introduction to Einstein's Theory of Special Relativity. Topics to be covered include: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow or *Space and Time in Special Relativity* by Mermin.

PHYS 217 Physics II: Electricity and Magnetism

Fall or spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of Physics 116 or is currently enrolled in Physics 216.

Lecs, M W F 10:10, one rec each week; one 3-hr. lab alternate weeks. Evening exams may be scheduled. Fall, R. Lovelace; spring, Staff.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

PHYS 218 Physics III: Waves and Optics

Fall or spring. 4 credits. Enrollment may be limited. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217.

Lecs, M W F 11:15, one rec each week; one 3-hr. lab alternate weeks. Fall, J. Sethna; spring, E. Bodenschatz.

Topics covered in recent years have included oscillators, mechanical waves, waves at interfaces, standing waves, electromagnetic waves, guided waves, scattering, interference and diffraction, geometric optics, the doppler effect, and an introduction to matter waves. Evening exams may be scheduled. A more rigorous version of Physics 214.

PHYS 310 Intermediate Experimental Physics

Spring. 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213.

Labs, T W 1:25–4:25. J. Reppy.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

PHYS 316–317 Modern Physics I and II

3 credits each term. Physics 316 is offered every term, Physics 317 only in fall term. The two courses comprise a two-term sequence and it is assumed that a student registering in Physics 316 will continue with Physics 317.

Prerequisites: Physics 316: Physics 214 or 218, and coregistration in at least Mathematics 294 or equivalent; Physics 317: Physics 316.

Lecs M W F 9:05–9:55, rec; T 2:30–3:20.

316: fall, H. Tye; spring, J. Alexander.

317: fall, J. Alexander.

Introduction to the physics of microscopic phenomena, emphasizing the use of elementary quantum and statistical mechanics. At the level of *Physics of Atoms, Molecules, Solids, Nuclei, and Particles* by Eisberg and Resnick. Physics 316: Breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, the periodic table. Physics 317: Classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; elementary particle physics.

PHYS 318 Analytical Mechanics

Spring. 4 credits. Prerequisites: Physics 208 or 214 plus one of Applied and Engineering Physics 321, Mathematics 421, 422 or 423, or permission of instructor. Intended for physics majors concentrating in physics. Similar material is covered in Physics 431 at a less demanding analytical level. (Applied and Engineering Physics 333 is approximately equivalent to Physics 318.)

Lecs, M W F 10:10, F 2:30. L. Hand.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange's equations; Hamilton's equations; normal modes and small vibrations; Introduction to chaos and general relativity. At the level of *Classical Dynamics* (3rd edition) by Marion and Thornton. Supplementary reading will be assigned.

PHYS 327 Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 214 plus coregistration in one of Applied and Engineering Physics 321, Mathematics 421, 422, or 423, or permission of instructor.

Intended for physics majors concentrating in physics. Similar material is covered in Physics 432 at a less demanding analytical level.

Lecs, M W F 11:15, F 2:30. P. Lepage.

Electrostatics: electric charge and fields, potential, multipoles, conductors, Laplace equation and formal solutions, field energy, dielectric materials, polarization. Magnetostatics: currents, magnetic fields and vector potential, dipoles, magnetic materials, field energy. Maxwell's equations. Special relativity. At the level of *Introduction to Electro-dynamics*, by Griffiths.

PHYS 330 Modern Experimental Optics

Fall. 4 credits. Enrollment limited. Prerequisite: Physics 214 or equivalent.

Lec, M 2:30; lab, T R 1:25–4:15. D. M. Lee.

A practical laboratory course in basic and modern optics. Students spend two-thirds of the course experimenting with the physics of basic optical phenomena: interference, diffraction, coherence, polarization, and image formation. The last part of the course involves a choice among experiments on lasers and applications of lasers, light pulses and optical communication, and holography. The course also serves as an introduction to the use of optical equipment and techniques that are employed in current research in the fields of biology, chemistry, physics, and astronomy.

PHYS 341 Thermodynamics and Statistical Physics

Fall. 4 credits. Prerequisites: Physics 214 and Mathematics 294.

Lecs, T R 8:30–9:55, T 2:30.

V. Ambegaokar.

Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Thermal Physics*, by Morse.

PHYS 360 Electronic Circuits (also Applied and Engineering Physics 363)

Fall or spring. 4 credits. Prerequisite: Physics 208 or 213 or permission of instructor. No previous experience with electronic circuits is assumed; however, the course moves through the introductory topics (DC and AC circuits, basic circuit elements) rather quickly. Students wishing a more complete background might consider taking Electrical Engineering 210 before Physics 360. Fall term is usually less crowded.

Lec, M 2:30–4:25; labs, T R or W F 1:25–4:25 (also M W 7:30–10:30 pm in spring).

Fall, E. Kirkland; spring, R. Thorne.

An experimental survey of some devices and circuits in two general areas: analog and digital electronics. The analog circuits covered include operational amplifiers, filters, diodes, bipolar and field effect transistors. The digital circuits covered include combinatorial (gates) and sequential (flip flops and counters) logic. Simple microcomputer interfacing and programming is then used to investigate digital to analog and analog to digital (DAC, ADC) conversion.

PHYS 400 Informal Advanced Laboratory

Fall or spring; (also offered during summer). Variable credit. Prerequisites: two years of physics and permission of instructor.

Lab, T W 1:25–4:25, see Physics 410.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

PHYS 410 Advanced Experimental Physics

Fall or spring. Summer with permission of instructor. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 325, or permission of instructor.

Lec, M 2:30–4:25; labs, T W 1:25–4:25.

Fall, W. Ho, and staff; spring, D. L. Hartill and staff.

Selected topics in experimental concepts and techniques. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

PHYS 431–432 Introductory Theoretical Physics I and II

432, fall; 431, spring. 4 credits each term.

Prerequisites: Physics 207–208 or equivalent and Mathematics 294 or equivalent. (Applied and Engineering Physics 321 or Mathematics 421 is recommended.) Primarily for physics majors with concentrations outside physics or astronomy and for graduate students in a science other than physics (such as chemistry, engineering, biology, geology). Physics 318 and 327 cover similar material at a higher analytical level and are intended for physics majors concentrating in physics.

Lecs, M W F 10:10 and F 1:25. Fall,

R. Talman; spring, C. Franck.

431: Mechanics. Includes Newtonian mechanics, Lagrange's and Hamilton's equations, central forces, rigid-body motion, and small oscillations. At the level of *Classical Dynamics*, by Marion and Thornton. 432: Electricity and magnetism. Includes electrostatics, magnetostatics, boundary value problems, dielectric and magnetic media. Maxwell's equations and electromagnetic waves, introduction to special relativity. At the level of *Introduction to Electrodynamics*, by Griffiths.

PHYS 443 Introductory Quantum Mechanics

Fall. Not offered fall 1994. 4 credits.

Prerequisites: Physics 318 and 327, or 431–432; Physics 316 and Applied and Engineering Physics 321 or Mathematics 421; or permission of instructor.

Lecs, M W F 9:05, F 2:30. Evening exams may be scheduled. Fall, V. Elser.

Lecs, M W F 10:10, R 2:30. Spring, staff. Introduction to concepts and techniques of quantum mechanics, at the level of *Introduction to Quantum Mechanics*, by Dicke and Wittke.

PHYS 444 Nuclear and High-Energy Particle Physics

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor.

Lecs, M W F 9:05, F 1:25. D. Rubin. Behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf.

PHYS 454 Introductory Solid-State Physics

Fall or spring. 4 credits. Prerequisite: Physics 443 or Chemistry 793, or permission of instructor.

Lecs, fall, M W F 10:10, W 3:35, G. Chester; spring, M W F 11:15–12:05, R 3:35, C. Henley.

An introduction to modern solid-state physics, including lattice structure, lattice vibrations, thermal properties, electron theory of metals and semiconductors and selected topics from

magnetic properties, optical properties, superconductivity and defects. At the level of *Introduction to Solid State Physics*, by Kittel or *Solid State Physics*, by Ashcroft and Mermin.

PHYS 455 Geometrical Concepts in Physics

Spring. 3 credits. Prerequisite: Physics 327 and at least coregistration in Physics 318 or permission of instructor. Offered alternate years.

Lec. T R 10:10–11:25. B. Greene.

Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics—electrodynamics, thermodynamics, mechanics, special and general relativity. This course will introduce basic concepts from topology and differential geometry, emphasize calculational methods and illustrate their utility by drawing examples from these areas of physics. In particular, we shall cover manifolds, differential forms, vector bundles, homotopy, homology and Lie groups. At the level of *Geometrical Methods of Mathematical Physics* by Bernard Schutz.

PHYS 480 Computational Physics

Spring. 3 credits, S-U only. Prerequisites:

Applied and Engineering Physics 321–322 or Math 421–423 or equivalent, and the ability to write programs in any computer language. No previous knowledge of numerical analysis is assumed.

Lec T R 10:10–11:25. S. Teukolsky.

Course content is essentially identical to Physics 680, but a different grading system will be used for undergraduates.

PHYS 481–489 Special Topics Seminar

Offerings are announced each term. 2 and 3 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only.

Hours to be arranged. One selected topic of current interest is studied. Students participate in organization and presentation of material.

PHYS 490 Independent Study in Physics

Fall or spring. 1–3 credits. Ordinarily limited to seniors. Prerequisite: Permission required of professor who will direct proposed work. A copy of request for independent study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

PHYS 500 Informal Graduate Laboratory

Fall, spring; (also offered during summer.) Variable credit. By permission of instructor.

PHYS 510 Advanced Experimental Physics

Fall, spring, or summer. 3 credits.

Labs, T W 1:25–4:25. Fall, W. Ho and staff; spring, D. L. Hartill and staff.

About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. An optional lecture associated with Physics 410, M 2:30–4:25 is available. It includes lectures on techniques used in experiments in the advanced laboratory and on current research topics.

PHYS 520 Projects in Experimental Physics

Fall, spring, or summer. 1–3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Astronomy 511, High-Energy Astrophysics)

Spring. 4 credits.

Lecs, T R 1:25–2:40. S. L. Shapiro.

The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.

PHYS 551 Classical Mechanics

Spring. 3 credits. Prerequisite: an undergraduate course in classical mechanics at the level of books by K. Symon or J. B. Marion.

Lecs, T R 10:10, R 2:30. E. Siggia.

Lagrangian and Hamiltonian formulation of classical mechanics, with modern applications in nonlinear dynamics. Foundations will be taught at the level of *Mathematical Methods in Classical Mechanics*, by Arnold.

[PHYS 553–554 General Relativity (also Astronomy 509–510)]

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of *Classical Mechanics*, by Goldstein.

Lecs, T R 1:25–2:40. S. L. Shapiro. Not offered 1993–94.

Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.]

PHYS 561 Classical Electrodynamics

Fall. 3 credits.

Lecs, T R 8:30–9:55, one sec per week. S. Teukolsky.

Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

PHYS 562 Statistical Physics

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif).

Lecs, M W F 9:05–9:55. N. W. Ashcroft. Macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase equilibria. Microscopic concepts including 1-, 2-, and N- particle quantum states; the micro-canonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac and Boltzmann statistics; the density-matrix. The microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena; dense Fermi- and Bose- systems; linear response of quantal and classical systems; transport properties and the Boltzmann equation. At the level of *Statistical Mechanics* by Pathria or *Statistical Mechanics* by Huang, 2d edition.

PHYS 572 Quantum Mechanics I

Fall. 4 credits.

Lecs, fall, M W F 9:05, T-M Yan. The formulation of quantum mechanics in terms of states and operators. Symmetries and the theory of angular momentum; stationary and time-dependent perturbation theory; Fermi's Golden Rule; variational methods, and the elements of scattering theory. At a level of *Modern Quantum Mechanics* by Sakurai, *Quantum Mechanics*, by Merzbacher, and *Quantum Mechanics*, by Landau and Lifshitz. Familiarity with elementary aspects of the Schrodinger equation, including its application to simple systems such as the hydrogen atom, is assumed.

PHYS 574 Quantum Mechanics II

Spring. 4 credits. Prerequisite: Physics 572. Required of all Ph.D. majors in physics.

Lecs, M W F 11:15. H. Tye. Discussion of various aspects of quantum mechanics, such as path integral formulation, collision theory, theory of spectra of atoms and molecules, theory of solids, second quantization, emission of radiation, relativistic quantum mechanics. At the level of *Lectures on Quantum Mechanics*, by Gordon Baym.

PHYS 635 Solid-State Physics I

Fall. 3 credits. Prerequisites: A good undergraduate solid-state physics course, such as Physics 454.

Lecs, T R 11:40–12:55. A. Sievers. A survey of the basics of the physics of solids. Metals, crystal structures, electron and phonon states, semiconductors, some advanced topics. At the level of *Solid State Physics*, by N. W. Ashcroft and N. D. Mermin.

PHYS 636 Solid-State Physics II

Spring. 3 credits. Prerequisite: Physics 635. Lec, T R 11:40–12:55. J. Sethna.

A continuation of Physics 635; magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin, such as topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems,

Anderson localization and other metal-insulator transitions.

PHYS 645 High-Energy Particle Physics

Fall. 3 credits.

Lecs, M W F 11:15. B. Gittelman. Introduction to the physics of baryons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. At the level of *Introduction to High Energy Physics*, by Perkins.

PHYS 646 High-Energy Particle Physics

Spring. 3 credits.

Lecs, T R 2:55–4:10. Staff. Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions, are surveyed. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins.

Note: Only S-U grades will be given in courses numbered 650 or above.

PHYS 651 Relativistic Quantum Field Theory I

Fall. 3 credits. S-U grades only.

Lecs, M W F 11:15–12:05. K. Gottfried. Topics to be covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

PHYS 652 Relativistic Quantum Field Theory II

Spring. 3 credits. S-U grades only.

Lecs, T R 10:10–11:25. A. LeClair. This course is a continuation of Physics 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, dispersion relations, and spontaneous symmetry breaking. Applications to the electroweak theory and quantum chromodynamics are emphasized.

PHYS 653 Statistical Physics

Fall. 3 credits. Normally taken by graduate students in their second or later years.

Prerequisites: Competence in the basic principles of quantum mechanics, statistical physics at the level of Physics 562, and thermodynamics. S-U grades only.

Lecs, T R 2:30–4:00. C. Henley. Survey of topics in modern statistical physics: Dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; pattern formation in nonlinear systems, percolation theory.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. S-U grades only.

Lecs, W F 2:30–4. V. Ambegaokar. Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

PHYS 661 Advanced Topics in High Energy Particle Theory

Fall. 3 credits. Prerequisites: Physics 652. S-U grades only. May not be offered.

Lecs, T R 10:10–11:25. Staff. This course will present advanced topics of current research interest. Subject matter will vary from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, current algebra, heavy quark physics, heavy quark symmetry and phenomenological issues beyond the standard model.

PHYS 665 Topics in Theoretical Astrophysics (also Astronomy 699)

Fall. 2 credits. S-U grades only.

Lecs, M 2:30–4. E. E. Salpeter. An informal seminar meeting Mondays (and occasionally Wednesdays) for advanced graduate students in astronomy or physics. Topic this year: Radiative Transfer and Stellar Atmospheres.

PHYS 667 Theory of Stellar Structure and Evolution (also Astronomy 560)

Fall. 4 credits. S-U grades only.

Lec, M W F 1:25. I. Wasserman. Summary of observational facts on stars; dimensional analysis; nuclear reactions and energy, transport in stellar interiors; models for static and evolving stars. At the level of *Principles of Stellar Energy and Nucleosynthesis*, by Clayton.

PHYS 670 Instrumentation Seminar

Spring. 2 credits. S-U grades only.

TBA. M. Tigner. Conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.

PHYS 680 Computational Physics (also Astronomy 690)

Spring. 3 credits. S-U grades only. Prerequisites: The course assumes a good background in the standard "mathematical methods for physics," and the ability to write programs in any computer language. No previous knowledge of numerical analysis is assumed.

Lecs T R 10:10–11:25. S. Teukolsky. A course designed to familiarize students with numerical techniques for solving diverse problems in physics and related fields. The problems will be drawn from many different branches of physics, but the emphasis will be on common techniques of solution. Numerical techniques discussed in the course will include ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, solving nonlinear equations, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to," rather than theoretical. No theorems will be proved. Students will be expected to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes: The Art of Scientific Computing*, by Press, Teukolsky, Flannery, and Vetterling.

PHYS 681–689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, plasma physics, cosmic rays,

general relativity, low-temperature physics, X-ray spectroscopy or diffraction, magnetic resonance, phase transitions, and the renormalization group.

PHYS 690 Independent Study in Physics Fall or spring. Variable credit. Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professional member of the staff.

PORTUGUESE

See Modern Languages and Linguistics.

PSYCHOLOGY

D. J. Bem, S. L. Bem, E. M. Blass, U. Bronfenbrenner, J. E. Cutting, R. B. Darlington, T. J. DeVoogd, D. A. Dunning, H. M. Feinstein, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, D. Gudermuth, B. P. Halpern, A. M. Isen, R. E. Johnston, F. C. Keil, K. L. Keil, B. Khurana, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, R. D. Mack, H. S. Porte, D. T. Regan, E. A. Regan, T. A. Ryan, J. Sereno, E. S. Spelke, B. J. Strupp

The major areas of psychology represented in the department are human experimental psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Human experimental psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses and fieldwork in psychopathology as well as courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender). In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall), and should be completed and taken to one of the faculty members whose name is listed on the form.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and

- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Human experimental psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Human experimental psychology:** Psychology 205, 209, 214, 215, 305, 308, 309, 311, 313, 314, 316, 342, 370, 412, 414, 415, 416, 417, 418, 436, 492.
- 2) **Biopsychology:** Psychology 123, 276, 307, 322, 324, 326, 332, 361, 375, 396, 422, 424, 425, 429, 492.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 225, 255, 265, 275, 277, 280, 325, 327, 328, 380, 402, 404, 426, 450, 467, 468, 469, 481, 488, 489, 491.
- 4) **Other courses:** Psychology 101, 199, 347, 350, 389, 410, 440, 441, 465, 470, 471, 472, 473, 475, 476, 478, 479, 490. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching. The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Sociology 301, and the sequences Education 352 and 353, and Industrial and Labor Relations 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.

- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology. This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in Psychology 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Dunning)

toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Dunning and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology 123, 276, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 429, 470, 471, 472, 473, 475, 476, 479, 491, 492.

Courses

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

Fall. 3 credits. Students may not receive credit for both Psychology 101 and Education 110. Students who would like to take a discussion seminar should also enroll in Psychology 103.

M W F 10:10. J. B. Maas. Prelims: 7:30 p.m., Sept. 28, Nov. 2.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 400 students. Prerequisite: concurrent enrollment in Psychology 101.

Hours to be arranged; 32 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

[PSYCH 109 Freshman Writing Seminar: The Science of Dreaming Sleep]

Fall. 3 credits. Prerequisite: Advanced Placement biology and chemistry. Limited to 17 students. Not offered 1993-94.

T R 11:40-12:55. H. S. Porte.]

PSYCH 123 Introduction to Biopsychology

Fall. 3 credits. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. Students who would like to take a discussion

seminar should also enroll in Psych 125; one hour per week section.

M W F 10:10. E. A. Regan.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure, function, and development of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the ecology and evolution of social organization and social development.

PSYCH 125 Introductory to Biopsychology Seminars

Fall. 1 credit. 3 sections with a maximum of 16 students in each. Prerequisite: concurrent enrollment in Psychology 123.

Hours to be arranged. D. Gudermuth.

A weekly seminar that may be taken in addition to Psychology 123 to allow and encourage "hands-on" involvement with some of the course material, including interactive computer programs and use of models to get a clearer picture of basic neuroanatomy, visits to the laboratories of biopsychology faculty, films, reading, writing, and discussion of course material. Involves several small assignments and a 10-page paper.

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

Summer only. 3 credits.

M-F 11:30-12:45 plus another time to be arranged. Staff.

Personality: the behavioral similarities and differences among people and how they develop; Freudian, learning, and humanistic theories of personality; research in personality; and personality assessment through testing. Social behavior: how people behave in interactions with others; attitudes, persuasion, attraction, aggression, and conformity. How personality and social behavior influence each other and cause many interesting social and psychological phenomena.

PSYCH 199 Sports Psychology

Summer only. 3 credits.

M-F 11:30-12:45. Staff.

Research and theory in sports psychology. Combines clinical psychology, social psychology, exercise physiology, and biochemistry. Aggression, stress, drug abuse, injury and injury rehabilitation, youth sports, and the importance of winning. Fieldwork experiences in exercise physiology and exercise testing, biofeedback, and current intervention strategies.

Introductory courses in cognitive psychology.

Each of the following four courses (205, 209, 214, 215) provides an introduction to a major area of study within cognitive psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

PSYCH 205 Perception

Spring. 3 credits. Open to first-year students. Graduate students, see Psychology 605.

T R 2:55-4:10. J. E. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

PSYCH 209 Developmental Psychology
Spring. 4 credits. Graduate students, see Psychology 709.

T R 1:25-2:40; sec to be arranged.

F. C. Keil.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The courses focus on the development of perception, action, cognition, emotion, personality, social understanding, language, and moral reasoning.

PSYCH 214 Cognitive Psychology

Fall. 3 credits. Sophomore standing required. Limited to 125 students. Graduate students, see Psychology 614.

M W F 1:25. B. Khurana.

Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.

PSYCH 215 Psycholinguistics

Fall. 3 or 4 credits (4-credit option involves term paper). Graduate students, see Psychology 715.

M W F 11:15. J. Sereno.

One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers basic linguistic theory and contemporary research into language comprehension, production, and acquisition.

[PSYCH 225 Introductory Psychopathology]

Fall. 3 credits. Prerequisite: a course in introductory psychology. Students who would like to take a discussion seminar should also enroll in Psychology 226. May be taken concurrently with Psychology 327. Enrollment in Psychology 327 is limited. Not offered 1993-94.

T R 1:25-2:40. R. D. Mack.]

[PSYCH 226 Introductory Psychopathology Seminars]

Fall. 1 credit. Limited to 90 students. Prerequisite: must be concurrently enrolled in Psychology 225. Letter grade only. Not offered 1993-94.

Hours to be arranged; 9 different time options. R. D. Mack and staff.]

[PSYCH 255 Psychology and Medicine]

Fall. 3 credits. Limited to 60 students. Not offered 1993-94.

T R 11:40-12:55. Staff.

This course treats the implications of psychological theory and research for selected contemporary issues in medicine. The topics to be covered include: who are the people who choose medicine as a profession—family background, political and social beliefs. Satisfactions and frustrations in a medical career. Communication between doctors and patients. Diagnosis as decision making with incomplete information. The use of expert systems in medicine. Addictions and behavior change as related to drugs, smoking, and

food. Psychoneuroimmunology. The relations of personality to heart disease and longevity. This course will not concern psychopathology.]

PSYCH 265 Psychology and Law

Fall. 3 credits. Prerequisite: an introductory psychology course.

M W F 1:25. D. A. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology

Fall. 3 credits. Prerequisite: an introductory psychology course.

T R 10:10–11:25. D. J. Bem.

An introduction to research and theory in personality psychology, emphasizing contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development and change. Biological and sociocultural influences on personality are also considered.

PSYCH 276 Motivation (also Nutritional Science 276)

Spring. 3 credits. Graduate students, see Psychology 676/Nutritional Science 676.

T R 10:10–11:25. E. M. Blass.

The course surveys traditional and contemporary approaches to motivational behavior from Aristotle to Freud to Skinner to Lorenz. It also draws upon field studies, laboratory analyses, clinical cases and developmental stages to establish a scientific basis for motivation analysis. Normal and pathological feedings will serve as a target behavior.

PSYCH 277 Social Construction of Gender (also Women's Studies 277)

Spring. 3 credits. Limited to 300 students.

T R 2:55–4:10. S. L. Bem.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity themselves, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, the male-centeredness of the workworld, female sexuality, sexual harassment, and homophobia.

PSYCH 280 Introduction to Social Psychology

Spring. 3 or 4 credits; the additional (or fourth) credit is given for the completion of a group research project and write-up. Prerequisite: an introductory psychology course.

T R 10:10–11:25. T. D. Gilovich and D. T. Regan.

An introduction to research and theory in social psychology. Topics include processing of social information; social influence,

persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current events will also be discussed.

[PSYCH 305 Visual Perception]

Fall. 4 credits. Limited to 20 students.

Prerequisite: Psychology 205 or permission of instructor. Not offered 1993–94.

M W F 10:10–11. J. E. Cutting.

A detailed examination of theories and processes in visual perception. Topics will include the perception of color, form, and motion; perceptual constancies; adaptation; pattern perception; and photography, television, and film.]

[PSYCH 307 Chemosensory Perception]

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Registration for the 4-credit option requires permission of the instructor; students will read, analyze, and discuss difficult original literature in the areas covered. Offered alternate years. Graduate students, see Psychology 607. Not offered 1993–94.

T R 9:05. B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. After a very brief (about two weeks) lecture survey of the anatomy and physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

[PSYCH 308 Perceptual Learning]

Fall. 3 credits. Prerequisite: Psychology 205, 209, or 305, or permission of instructor. Not offered 1993–94.]

PSYCH 309 Development of Perception and Representation

Fall. 3 credits. Prerequisite: Psychology 205, 209, 214, or 305, or permission of instructor. Graduate students, see Psychology 609.

T R 2:55–4:10. E. S. Spelke.

An introduction to theories and research on the origins and development of knowledge of the immediately surrounding world. The course focuses on knowledge of the world as an arrangement in space and time, knowledge of the world as a space that can be encountered through multiple sensory modes, knowledge of the world as a place that can be acted upon, and organization of the world into meaningful objects and events.

PSYCH 311 Introduction to Human Learning and Memory

Spring. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable.

M W F 10:10–11:00. B. Khurana.

This course offers an overview of experimental findings and theoretical issues in the study of human learning and memory. Coverage includes topics such as the nature of memory,

various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of learning and memory, memory dysfunction and its relation to normal memory.

[PSYCH 313 Perceptual and Cognitive Processes]

Spring. 4 credits. Prerequisite: Psychology 205 or 214 or permission of instructor. Not offered 1993–94. Graduate students, see Psychology 713.

R 1:25–4:25. Staff.]

[PSYCH 314 The Social Psychology of Language]

Spring. 4 credits. Prerequisite: a course in psycholinguistics or social or personality psychology, or permission of instructor. Not offered 1993–94.

T R 2:55–4:10. Staff.]

[PSYCH 316 Auditory Perception]

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Not offered 1993–94.

T R 10:10–11:25. C. L. Krumhansl.

Basic approaches to the perception of auditory information, with special consideration of complex patterns such as speech, music, and environmental sounds.]

PSYCH 322 Hormones and Behavior (also Biological Sciences 322)

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week, in which students will be expected to participate in discussion and read original papers in the field. Limited to juniors and seniors; open to sophomores only by permission. Prerequisites: one year of introductory biology plus a course in psychology or Biological Sciences 221 or 222. S-U grades optional. Graduate students, see Psychology 722.

M W F 11:15–12:05. D. Gudermauth.

Following a review of the neural and endocrine systems, this course connects endocrine physiology to specific behaviors observed in various species, including humans. Although the relationship between sexual physiology and behavior is strongly emphasized, the lectures also describe hormonal contributions to parental behavior, aggression, stress, learning and memory, homeostasis and biological rhythms. Topics for the discussion sections are chosen by the students within the context of hormonal influences on behavior.

PSYCH 324 Biopsychology Laboratory (also Biological Sciences 324)

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: Psychology 123 or Biological Sciences 221 or 222, and permission of instructor.

T R 1:25–4:25. T. J. DeVoogd.

Experiments designed to provide research experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

PSYCH 325 Psychopathology

Fall. 4 credits. Prerequisite: 2 courses in psychology.

M W F 11:15–12:05; sec to be arranged.

K. L. Keil.

This course examines the nature and symptoms of the major forms of psychopathology. Etiological factors are studied from a variety of different perspectives, e.g., psychological, biological and socio-cultural. Treatment approaches to psychopathology are covered in weekly discussion sections.

PSYCH 326 Evolution of Human Behavior
Fall. 4 credits. Prerequisite: Psychology 123, or an introductory biology course, or an introductory anthropology course. Graduate students, see Psychology 626.

T R 2:55-4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered will vary but will include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, non-verbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, warfare.

PSYCH 327 Fieldwork in Psychopathology and the Helping Relationship

Fall, spring. 4 credits. Prerequisites: Psychology 225 or 325, HDFS 370 or concurrent registration in 225 or 325 or HDFS 370 and permission of instructor. S-U grades only. Students do not enroll in advance for this course. Field placement assignments are made during the first two weeks of the semester. Students who have already taken Psychology 225, 325 or HDFS 370 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25 each semester.

T R 12:20. K. L. Keil.

This is a year-long lecture and discussion course. The year-long commitment is mandatory. Psychology 328 will be for students taking the course a second time. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester. An introductory fieldwork course for students currently enrolled in or who have taken Psychology 225, 325 or HDFS 370. Fieldwork placements include the school system, psychiatric institutions, halfway houses, and other mental health oriented facilities. In addition to fieldwork, weekly supervisory/seminar meetings are held to discuss fieldwork issues and assigned readings.

PSYCH 328 Continuing Fieldwork in Psychopathology and the Helping Relationship

Fall, spring. 4 credits. Prerequisites: Psychology 225, 325, 327, or HDFS 370 and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Fee, \$25 each semester.

T R 12:20. K. L. Keil and staff.

Designed to allow students who have done fieldwork as part of Psychology 327 to continue their field placements or begin new field placements under supervision for academic credit. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester.

PSYCH 332 Biopsychology of Learning and Memory (also Biological Sciences 328)

Spring. 3 credits. Prerequisites: one year of biology and either a biopsychology class or Biological Sciences 222.

M W F 11:15. T. J. DeVoogd.

This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art and Visual Display

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. Graduate students, see Psychology 642.

T R 11:40-12:55. D. J. Field.

Our present technology allows us to transmit and display information over a variety of media. To make the most of these media, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "Three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

PSYCH 347 Psychology of Visual Communications

Spring. 4 credits. Limited to 12 students. Prerequisites: Psychology 101 and permission of instructor.

R 10:10-12:05; lab to be arranged.

J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. Prerequisite: a course in the behavioral sciences.

M W F 2:30-3:20. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)

Fall. 3 credits. Prerequisites: an introductory Biological Sciences course, and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only.

M W F 9:05. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences will be integrated. Topics include: (1) psychiatric

disorders (e.g., depression, schizophrenia, eating disorders); (2) the psychobiology of learning, memory, and intelligence; (3) nutritional influences on behavior (sugar, food additives, malnutrition, dieting); (4) cognitive dysfunction (e.g., amnesia, Alzheimer's disease); (5) psychoactive drugs (e.g., hallucinogens, stimulants), and (6) developmental exposure to environmental toxins and drugs of abuse.

[PSYCH 370 Language and Cognition (also Linguistics 370)]

Spring. 4 credits. Prerequisites: Linguistics 101 or 264, or Psychology 215, or permission of one of the instructors. Graduate students, see Psychology 670. Not offered 1993-94.

T R 1:25-2:40. J. Bowers.

Examination of current research on selected topics in language from both linguistic and psychological perspectives. Topics may include: universal grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.]

[PSYCH 375 Developmental Psychobiology: Motivational Processes (also Nutritional Sciences 375)]

Spring. 3 credits. Prerequisite: Psychology 276 or Nutritional Sciences 276. Graduate students, see Psychology 675/Nutritional Sciences 675. Not offered 1993-94.

T R 10:10-11:25. E. M. Blass.

This course focuses on maturational and experiential influences on motivational processes in animals and humans. Emphasis is placed on the mechanisms underlying mother-infant interactions, and the development of feeding, drinking, and reproduction behaviors.]

PSYCH 380 Community Mental Health (also Human Development and Family Studies 380)

Summer only. 3 or 4 credits (4-credit option involves term paper).

M-F 9:30-12. Staff.

Basic concepts in the field of community mental health. Social models of mental illness, epidemiology, the role of culture and social class in mental illness, public attitudes, and civil liberties.

PSYCH 389 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, English 347, German Studies 347)

Spring. 3 credits.

M 12:20-2:15. S. L. Gilman.

This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved. All of the primary readings are available in English.

PSYCH 391 Clinical Discussion Section

Spring. 1 credit. Prerequisite: must be concurrently enrolled in Psychology 389.

T 12:20-2:15. S. L. Gilman and visiting faculty from the Department of Psychiatry, CUMC.

This optional discussion session will examine the clinical context and significance of psychoanalysis in the light of contemporary clinical practice. Depending on the faculty members collaborating on this section, the topics covered may include dream theory and analysis, transference and counter transference, gender-orientation, masochism. Students enrolled in this section must simultaneously be enrolled in the lecture course.

PSYCH 396 Introduction to Sensory Systems (also Biological Sciences 396)

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor. Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. No auditors. Offered alternate years. Graduate students, see Psychology 696. M W F 10:10. B. P. Halpern.

The course will be taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with both those characteristics of sensory systems that are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. Classroom discussion can increase, but not decrease, a student's final grade. There are two preliminary exams and a final exam. The principles and limitations of major methods used to examine sensory systems will be considered. General principles of sensory systems, and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization of objects in space by sound, color vision, thermoreception) will be selected for special attention. Two or more textbooks and a course packet of reproduced articles will be used. At the level of *An Introduction to the Physiology of Hearing*, 2nd edition by J. O. Pickles; *Hearing: Physiological Acoustics, Neural Coding, and Psychoacoustics*, by W. L. Gulick, G. A. Gescheider, and R. D. Frisina; *The Retina: An Approachable Part of the Brain*, by J. E. Dowling; *Handbook of Physiology—The Nervous System. III. Sensory Processes*, edited by J. M. Brookhard and V. B. Mountcastle.

[PSYCH 402 Current Research on Psychopathology: Depression]

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 225 or 325 or HDFS 270. Not offered 1993–94.

W 1:25–4:25. K. L. Keil.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention to psychotherapy and symptomatology.]

PSYCH 404 Psychopathology and the Family

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 225 or 325 or HDFS 270.

W 1:25–4:25. K. L. Keil.

This course will explore familial influences on the development of abnormal behavior. It will examine how psychological, biological,

and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.

PSYCH 410 Undergraduate Seminar in Psychology

Fall or spring. 2 credits. Written permission of section instructor required for registration. Nonmajors may be admitted, but psychology majors are given priority.

Hours to be arranged. Staff. Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

PSYCH 412 Laboratory in Cognition and Perception

Spring. 4 credits. Limited to 15 students.

Prerequisite: statistics and one course in cognition or perception is recommended. Graduate students, see Psychology 612.

T R 1:25–2:40. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students will take part in a number of classic experiments and develop at least one independent project. Computers will be available and used in many of the experiments although computer literacy is not required. Projects will be selected from the areas of visual perception, pattern recognition, memory, and concept learning.

PSYCH 414 Comparative Cognition

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or permission of instructor. Graduate students, see Psychology 714.

T R 2:55–4:10. E. S. Spelke.

Studies of animal behavior, human development, and human pathology may shed light on the nature of knowledge and reasoning. This seminar will focus on knowledge and reasoning about space, time, number, physical objects, and persons. Questions will include: (1) How do such comparative studies of cognitive abilities vary across species? Are there ways of reasoning that are distinctly human? (2) Do humans and/or other animals reason in the same way about entities in different domains (e.g., numbers, physical objects, and persons)? (3) How do knowledge and reasoning change throughout human development? Is knowledge enriched, or more radically restructured, as children grow and gain experience?

PSYCH 415 Concepts, Categories, and Word Meanings

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 615.

T 1:25–4:25. F. C. Keil.

A consideration of what types of categories are psychologically important, of how they are represented and used through concepts, and of how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual

change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.

[PSYCH 416 Psychology of Language]

Spring. 4 credits. Prerequisite: some background in psycholinguistics or linguistics. Graduate students, see Psychology 616. Not offered 1993–94.

T R 1:25–2:40. Staff.

Each year the course focuses on one or two major theoretical issues in current psycholinguistics. An intensive critical examination is made of the relevant literature from psychology, linguistics, and artificial intelligence. The issues are considered not only at the detailed level of specific hypotheses and evidence but also in relation to broader theoretical trends in the field.]

[PSYCH 417 The Origins of Thought and Knowledge]

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 717. Not offered 1993–94.

T 1:25–4:25. F. C. Keil.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?]

[PSYCH 418 Psychology of Music]

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. Prerequisites: junior or senior standing with major in psychology or music and some background in both, or permission of instructor. Graduate students, see Psychology 618. Not offered 1993–94.

T R 10:10–11:25. C. L. Krumhansl.

Detailed analysis of topics in the psychology of music, including theories of consonance, perception of tonal-harmonic structure, memory for music, and effects of musical training. Emphasis given to experimental methodologies.]

[PSYCH 422 Developmental Biopsychology]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or Biological Sciences 221). Graduate students, see Psychology 622. Not offered 1993–94.

M W 2:30–4:25. B. L. Finlay.

We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, find targets, and

establish connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

PSYCH 424 Neuroethology (also Biological Sciences 424)

Spring. 3 credits. Prerequisites: Biological Sciences 221 and 222. S-U grades optional for graduate students only. Offered alternate years.

M W F 11:15–12:05. C. Hopkins.

The integrated study of neurobiology and animal behavior. Representative topics include acoustic communication in insects and amphibians, vocal mechanisms and plasticity of bird song, mammalian hearing, bat echolocation, prey detection by owls, electroproduction and electroreception in fish, neurophysiology and behavior of pheromone communication, neurobehavior of vision in anurans, mammalian visual processing, command neurons and decision networks, locomotion and motor-pattern generation, escape behavior in invertebrates, and neural correlates of learning. Assigned readings include original articles in the scientific literature. A term paper on the neural basis of animal behavior is required.

PSYCH 425 Brain and Behavior

Fall. 3 or 4 credits (4-credit option includes a discussion section and requires an additional paper). Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or Biological Sciences 221). Graduate students, see Psychology 625.

M W F 9:05–9:55. B. L. Finlay.

We will study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition will be stressed. The course will focus on issues in cognitive neuroscience: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, and social interaction.

[PSYCH 426 Seminar and Practicum in Psychopathology]

Spring. 4 credits. Limited to 16 students. Prerequisite: Psychology 225 or 325; permission of instructor required in all cases. Student should apply to the course during preregistration in the fall semester; acceptance will be announced before the end of the fall semester. Not offered 1993–94.

T R 2:30–4:25. R. D. Mack.]

PSYCH 429 Olfaction and Taste: Structure and Function (also Biological Sciences 429)

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see Psychology 629.

T R 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light

levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms. A textbook and a course packet of reproduced articles will be used. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.

PSYCH 436 Language Development (also Human Development and Family Studies 436 and Linguistics 436)

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Open to undergraduates and graduate students. S-U grades optional. Offered alternate years.

T R 3:10–4:25. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

[PSYCH 440 Sleep and Dreaming]

Fall. 4 credits. Prerequisites: junior or senior standing and at least Psychology 123 or Biological Sciences 221–222. A second course in biopsychology or neurobiology is recommended. S-U grades optional. Not offered 1993–94.

T R 11:40–12:55. H. S. Porte.

The first part of this course emphasizes the neurobiology of sleep. Topics include neural mechanisms of behavioral state change; the anatomy and physiology of the states and rhythms of sleep; theories of the evolution and plausible functions of sleep. Students will keep and analyze records of their own sleep patterns. The second part of the course emphasizes psychological experience in sleep. Topics include night terror and other experiences originating in non-REM sleep, and dreams originating in REM sleep. Students will examine the data of dreams—including their own—in light of what they have learned about the neurobiology of dreaming sleep. They will evaluate dream theories from Freud's to Francis Crick's, and will consider whether dreaming is meaningful or meaningless, encrypted or transparent, better remembered or better forgotten.

PSYCH 441 Laboratory in Sleep and Dreaming

Spring. 4 credits. Prerequisites: Psychology 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$35.

T R 1:25–2:40. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces the laboratory study of human sleep and dreaming. Serving as both experimenter and subject, each student will learn the rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using comput-

erized data analysis, students will complete weekly laboratory reports and a collaborative term project. Sleep recordings will be done during the day or evening when possible. Occasional all-night recording sessions are required.

PSYCH 450 The Lenses of Gender (also Women's Studies 450, Psychology 650, and Women's Studies 650)

Fall. 4 credits. Permission of instructor. Limited to 12 seniors and graduate students. No preregistration; interested students should attend the first class session. Graduate students, see Psychology/Women's Studies 650.

W 2:30–4:30. S. L. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is very interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part 1 analyzes three important organizing principles or “cultural lenses” that have come to be embedded in the social institutions and the cultural discourses of Western culture: (1) biological essentialism; (b) androcentrism; and (c) gender polarization (including the stigmatizing of homosexuality). Part 2 analyzes how the individuals living within the context of these lenses are transformed from being male or female newborns to being “masculine” and “feminine” adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part 3 considers possibilities for social and personal change.

[PSYCH 465 Mathematical Psychology]

Spring. 4 credits. Prerequisites: one year of college mathematics (finite mathematics or calculus), a course in probability or statistics, and a course in psychology. Not offered 1993–94.

T R 10:10–11:40. Staff.]

[PSYCH 467 Seminar: The Examined Self—A Psychohistorical View]

Spring. 4 credits. Prerequisites: 9 credits of psychology including Psychology 225 or equivalent, and permission of instructor before course enrollment. Not offered 1993–94.

T 2:30–4:25. H. M. Feinstein.

Based primarily on American autobiographies dating from the seventeenth century to the twentieth century, this seminar will explore the shifting interface between self and historical context. Students should be prepared to write and talk about their own lives as well as the historical figures selected for study.]

[PSYCH 468 American Madness]

Spring. 4 credits. Limited to 15 students. Prerequisites: Psychology 225 and permission of instructor. Not offered 1993–94.

T 2:30–4:25. H. M. Feinstein.

The seminar will be devoted to an analysis of insanity as a psychological and historical phenomenon. Selected writings by the mentally ill and their definers will be studied.]

PSYCH 469 Psychotherapy: Its Nature and Influence

Spring. 4 credits. Limited to senior psychology majors. Prerequisites: Psychology 225 or 325 or equivalent and permission of instructor during preregistration.

W 7-10 p.m. R. D. Mack.

A seminar on the nature of psychotherapy. Issues related to therapeutic goals, differing views of the nature of man, ethical concerns, and research problems are also considered. Experiential and role-playing exercises in class and three hours per week of peer counseling outside of class are integral parts of the seminar experience.

PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff. Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff. Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of Psychology 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in Psychology 470.

PSYCH 472 Multiple Regression

Spring, weeks 1-7. 2 credits. Prerequisite: one solid semester of introductory statistics. Analysis of variance is helpful but not required.

M W F 10:10. R. B. Darlington. Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical analysis, overcontrol, experimental design. Very little hand computation; uses MYSTAT computer program.

PSYCH 473 General Linear Model

Spring, weeks 8-14. 2 credits. Prerequisite: Psychology 472 or equivalent.

M W F 10:10. R. B. Darlington. Includes multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Emphasizes MYSTAT and SYSTAT, briefly discusses SAS PROC REG and SAS PROC GLM.

PSYCH 475 Multivariate Analysis of Psychological Data

Fall. 2 credits. Prerequisite: Psychology 473 or permission of instructor.

R 10:10-12:05. R. B. Darlington. Students vote on topics to cover, choosing among cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, corrections for unreliability in

regression, nesting, power analysis, influence analysis, and other topics. First class sketches all these topics before vote.

[PSYCH 476 Representation of Structure in Data]

Fall. 3 credits. Prerequisites: one year of college mathematics (finite mathematics or calculus) and a course in the social sciences. Not offered 1993-94.
W 2:30-4:30. Staff.]

[PSYCH 478 Psychometric Theory]

Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor. Not offered 1993-94.
M 2:30-4:25. R. B. Darlington. Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

[PSYCH 479 Multisample Secondary Analysis]

Fall, weeks 11-14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 1993-94.
T R 10:10-12:05. R. B. Darlington. Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

PSYCH 481 Advanced Social Psychology

Fall. 4 credits. Limited to 20 students. Prerequisite: a course in social psychology or permission of instructor.

T R 10:10-11:25. D. T. Regan. Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, social exchange theory, dramaturgy and impression management, and biological perspectives.

[PSYCH 488 Human Development in Context (also Human Development and Family Studies 488)]

Spring. 4 credits. Open to juniors, seniors, and graduate students. Prerequisites: one course in statistics (which may be taken simultaneously) and two courses in the social sciences, or one in human biology and one in the social sciences. Not offered 1993-94.
T R 2:30-4:25. Staff.]

PSYCH 489 Seminar: Selected Topics in Social Psychology and Personality

Spring. 4 credits. Prerequisites: by application. Seniors Psychology major have priority. Graduate students, see Psychology 689. Hours to be arranged. D. J. Bem. Currently, the topic of this seminar is the psychological, sociological, and cultural analysis of beliefs, attitudes, and ideologies.

[PSYCH 490 History and Systems of Psychology]

Fall. 4 credits. Intended for juniors, seniors, and graduate students, majors and nonmajors. Prerequisites: at least three courses in psychology or related fields or permission of instructor. Not offered 1993-94.
W 2-4:30. Staff.]

PSYCH 491 Research Methods in Psychology

Spring. 4 credits. Enrollment limited to 25 students. Recommended: permission of instructor. Psychology 350, experience in

upper-division psychology courses, or graduate standing. Graduate students, see Psychology 691.

T R 10:10-11:25. D. A. Dunning. An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course will, in addition, cover test construction, survey methods, and "quasi experiments." Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

[PSYCH 492 Sensory Function (also Biological Sciences 492)]

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week, in which students will be expected to participate in discussion. Prerequisite: a 300-level course in biopsychology, or Biological Sciences 222 or 311, or permission of the instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Not offered 1993-94. Graduate students, see Psychology 692.

M W F 10:10; sec, hours to be arranged. B. P. Halpern, H. C. Howland. This course covers classical topics in sensory function such as vision, hearing, touch and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, the development of sensory systems, and non-classical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems are discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *An Introduction to the Physiology of Hearing*, 2nd edition, by Pickles.]

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office. The following courses may be offered either term and carry 4 credits unless otherwise indicated.

PSYCH 502 Professional Writing in Psychology

PSYCH 510-511 Perception

PSYCH 512-514 Visual Perception

PSYCH 513 Learning

PSYCH 515 Motivation

PSYCH 517 Language and Thinking

PSYCH 518 Psycholinguistics

PSYCH 519-520 Cognition**PSYCH 521 Psychobiology****PSYCH 522 Topics in Perception and Cognition****PSYCH 523 Physiological Psychology****[PSYCH 524 Sex Differences in Brain and Behavior (also Biological Sciences 626)]**

Spring. 2 credits. Limited to 12 seniors and graduate students. Not offered 1993-94.

Hours to be arranged. T. DeVoogd.

A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.]

PSYCH 525 Mathematical Psychology**PSYCH 531 History of Psychology****PSYCH 535 Animal Behavior****PSYCH 541 Statistical Methods****PSYCH 543 Psychological Tests****PSYCH 544 Topics in Psychopathology and Personality****PSYCH 545 Methods in Social Psychology****PSYCH 547 Methods of Child Study****PSYCH 551 Distinguished Speakers****PSYCH 561 Human Development and Behavior****PSYCH 580 Experimental Social Psychology (also Sociology 580)****PSYCH 591 Educational Psychology****PSYCH 595 Teaching of Psychology****PSYCH 596 Improvement of College Teaching****PSYCH 600 General Research Seminar**
Fall or spring. No credit.**PSYCH 605 Perception (also Psychology 205)**

Spring. 4 credits.

T R 2:55-4:10. J. E. Cutting.

[PSYCH 607 Chemosensory Perception (also Psychology 307)]

Fall. 4 credits. Not offered 1993-94.

T R 9:05. B. P. Halpern.]

PSYCH 609 Development of Perception (also Psychology 309)

Fall. 4 credits.

T R 2:55-4:10. E. S. Spelke.

PSYCH 612 Laboratory in Cognition and Perception (also Psychology 412)

Spring. 4 credits.

T R 1:25-2:40. D. J. Field.

PSYCH 613 Obesity and the Regulation of Body Weight (also Nutritional Sciences 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: one course in psychology and one course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years.

T R 1:30-3. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

PSYCH 614 Cognitive Psychology (also Psychology 214)

Fall. 4 credits.

M W F 1:25-2:15. B. Khurana.

PSYCH 615 Concepts, Categories, and Word Meaning (also Psychology 415)

Fall. 4 credits.

T 1:25-4:25. F. C. Keil.

[PSYCH 616 Psychology of Language (also Psychology 416)]

Spring. 4 credits. Not offered 1993-94.

T R 1:25-2:40. Staff.]

[PSYCH 618 Psychology of Music (also Psychology 418)]

Spring. 4 credits. Not offered 1993-94.

T R 10:10-11:25. C. L. Krumhansl.]

[PSYCH 622 Developmental Biopsychology (also Psychology 422)]

Fall. 4 credits. Not offered 1993-94.

M W 2:30-4:25. B. L. Finlay.]

PSYCH 625 Brain and Behavior (also Psychology 425)

Fall. 4 credits.

M W F 9:05-9:55. B. L. Finlay.

PSYCH 626 Evolution of Human Behavior (also Psychology 326)

Fall. 4 credits.

T R 2:55-4:10. R. E. Johnston.

PSYCH 629 Olfaction and Taste: Structure and Function (also Psychology 429 and Biological Sciences 429)

Fall. 4 credits.

T R 9:05. B. P. Halpern.

PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also Psychology 342)

Fall. 4 credits.

T R 11:40-12:55. D. J. Field.

PSYCH 650 The Lenses of Gender (also Psychology 450 and Women's Studies 450 and Women's Studies 650)

Fall. 4 credits.

W 2:30-4:30. S. L. Bem.

[PSYCH 670 Language and Cognition (also Psychology 370 and Linguistics 370)]

Spring. 4 credits. Not offered 1993-94.

T R 1:25-2:40. J. Bowers.]

[PSYCH 675 Developmental Psychobiology: Motivational Processes (also Psychology 375, Nutritional Sciences 375 and Nutritional Sciences 675)]

Spring. 4 credits. Not offered 1993-94.

T R 10:10-11:25. E. M. Blass.]

PSYCH 676 Motivation (also Psychology 276, Nutritional Sciences 276, and Nutritional Sciences 676)

Spring. 4 credits.

T R 10:10-11:25. E. M. Blass.

PSYCH 683 Seminar in Interaction (also Sociology 683)**[PSYCH 685 Sex Differences and Sex Roles (also Women's Studies 685)]**

Not offered 1993-94.

Staff.]

PSYCH 689 Seminar: Selected Topics in Social Psychology and Personality (also Psychology 489)

Spring. 4 credits.

Hours to be arranged. D. J. Bem.

PSYCH 691 Research Methods in Psychology (also Psychology 491)

Spring. 4 credits.

T R 10:10-11:25. D. A. Dunning.

[PSYCH 692 Sensory Function (also Psychology 492 and Biological Sciences 492)]

Spring. 4 credits. Not offered 1993-94.

M W F 10:10. B. P. Halpern, H. C. Howland.]

PSYCH 696 Introduction to Sensory Systems (also Psychology 396 and Biological Sciences 396)

Spring. 4 credits.

M W F 10:10-11:00. B. P. Halpern.

PSYCH 700 Research in Biopsychology**PSYCH 709 Developmental Psychology (also Psychology 209)**

Spring. 4 credits.

T R 1:25-2:40. F. C. Keil.

PSYCH 710 Research in Human Experimental Psychology**[PSYCH 713 Perceptual and Cognitive Processes (also Psychology 313)]**

Spring. 4 credits. Not offered 1993-94.

R 1:25-4:25. Staff.]

PSYCH 714 Comparative Cognition (also Psychology 414)

Spring. 4 credits.

T R 2:55-4:10. E. S. Spelke.

PSYCH 715 Psycholinguistics (also Psychology 215)

Fall. 4 credits.

M W F 11:15-12:05. J. Sereno.

[PSYCH 717 The Origins of Thought and Knowledge (also Psychology 417)]

Fall. 4 credits. Not offered 1993-94.

T 1:25-4:25. F. C. Keil.]

PSYCH 720 Research in Social Psychology and Personality**PSYCH 722 Hormones and Behavior (also Psychology 322 and Biological Sciences 322)**

Spring. 4 credits.

M W F 11:15-12:05. D. Guderath.

PSYCH 773 Proseminar in Cognitive Studies I (also Cognitive Studies 773, Philosophy 773, Linguistics 773, and Computer Science 773)

Fall. 2 credits.

R 1:25-2:40. F. C. Keil (with visiting faculty from Cornell's Cognitive Studies Program, representing fields of computer science, linguistics, psychology and philosophy).

This is the first term of a year-long lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use. Topics may include the psychology of perception and cognition; the philosophy of mind, language, and knowledge; the

phonology, syntax, and semantics of natural language; computational approaches to natural language processing, vision and reasoning; parallel distributed processing, and neuropsychology.

PSYCH 774 Proseminar in Cognitive Studies II (also Cognitive Studies 774, Computer Science 774, Linguistics 774 and Philosophy 774)

Spring. 2 credits.

R 1:25–2:40. F. C. Keil (with visiting faculty from Cornell's Cognitive Studies Program, representing fields of computer science, linguistics, philosophy, and psychology.)

This is the second half of a year-long lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, its acquisition, and its use. Topics may include the psychology of perception and cognition; the philosophy of mind, language, and knowledge; the phonology, syntax, and semantics of natural language; computational approaches to natural language processing, vision and reasoning; parallel distributed processing, and neuropsychology.

PSYCH 775 Proseminar in Social Psychology I

Fall. 2 credits. Limited to 10 graduate students in social psychology.

T 2:30–4:30. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

PSYCH 776 Proseminar in Social Psychology II

Spring. 2 credits. Limited to 10 graduate students in social psychology.

T 2:30–4:30. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

PSYCH 900 Doctoral Thesis Research in Biopsychology

PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology

PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality

Summer Session Courses

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

PSYCH 123 Introduction to Biopsychology

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

PSYCH 199 Sports Psychology

PSYCH 215 Psycholinguistics

PSYCH 265 Psychology and Law

PSYCH 280 Introduction to Social Psychology

PSYCH 281 Interpersonal Relations and Small Groups (also Sociology 281)

PSYCH 325 Introductory Psychopathology

PSYCH 350 Statistics and Research Design

PSYCH 380 Community Mental Health

PSYCH 469 Psychotherapy: Its Nature and Influence

Special Programs

The Department of Psychology, in conjunction with Human Service Studies, the Field Study Office of the College of Human Ecology, and the Tel-Aviv University School of Social Work will periodically offer an eight-week summer program in Community Health. The course will include three weeks at Cornell and five weeks in Israel. It may be taken for 10–12 credits. For further information, contact Ronald Mack in the Department of Psychology.

RELIGIOUS STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

ROMANCE STUDIES

The Department of Romance Studies (Alice Colby-Hall, chair) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in the French and Spanish languages, French linguistics, semiotics, and in French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

French

J. Béraud (director of undergraduate studies, spring), A. Berger (director of undergraduate studies, fall), A. M. Colby-Hall, N. Furman, D. I. Grossvogel, R. Klein, P. Lewis, K. Long, J. Ngate, A. Seznec, S. Tarrow, L. R. Waugh.

The Major

The major in French is divided into three options: French area studies, French linguistics, and French literature. For a description of the linguistics option, see Modern Languages and Linguistics, French. The area studies and literature options are described below.

While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission merely because of a late start. Students wishing to

major in French area studies or French literature should consult the director of undergraduate studies of the Department of Romance Studies, Professor Anne Berger (fall) and Professor Jacques Béraud (spring).

The Literature Option

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

Admission

To be admitted to the major, students should have completed French Literature 221–222 (formerly 201–202) and French Language 200, 203 or 205 plus 213 (formerly 204) or their equivalents by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of French 311–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test, the CASE examination.
- (2) take six courses in French literature or civilization at the 300 level or above in addition to French 221–222. These courses, selected in consultation with the student's major adviser, will normally include at least one course from each of the three major periods of French literature: Medieval to Renaissance, the seventeenth and eighteenth centuries, and the nineteenth and twentieth centuries.
- (3) take two connected courses in one of the following related areas: (a) French literature or linguistics, (b) general linguistics, history of language, psycholinguistics, (c) courses in comparative literature, history, history of art, music, or government which have a significant French component. Students who are double majors are exempted from this last requirement.

The French Area Studies Option

Admission

To be admitted to the major, students should have completed French Literature 220 and French Language 200, 203 or 205 plus 213 (formerly 204) or their equivalents by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of French 311–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test, the CASE examination.
- (2) take two courses in Romance Studies (literature or civilization).
- (3) take six courses (at least two of which must be at an advanced level) in areas of interest such as—but not limited to—Africana Studies, anthropology, comparative literature, economics, government, history, history of art, music, theater arts, women's studies.

Administration of French Area Studies

After being admitted to the major by the director of undergraduate studies of the Department of Romance Studies, students will have an adviser in Romance Studies and another faculty member from their main area of interest. These two faculty members will constitute the committee that will help students design an academically coherent program and will supervise their progress toward graduation. A copy of each student's individual program will be given to the director of undergraduate studies for approval and safekeeping.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or the semester as fully matriculated students at the University of Paris and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation into French history, society, and daily life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

Study Abroad in Geneva

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss

students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 (formerly 204) or its equivalent in advanced credit or placement by the Cornell CASE examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

Honors. The honors program encourages well-qualified students majoring in French literature or culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Fees. Depending on the course, a small fee may be charged for copies of texts used in course work.

Language and Linguistics

Most language courses and French linguistics courses are offered by Modern Languages and Linguistics. Further language courses (conversation and advanced level), French linguistics courses, and all literature courses are listed below.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, any of which may be taken concurrently with French Language 200, 203, 205 or 213 (offered by Modern Languages and Linguistics).

FRROM 210 Intermediate French Conversation

Fall or spring. 2 credits. Limited to 15 students. Prerequisite: French 200, 203, 205 or equivalence (Q+) on the Cornell Advanced Standing Examination (CASE).

Fall: T R 8:40-9:55, 11:40-12:55, or 2:55-4:10. A. Berger and staff. Spring: T R 8:40-9:55 or 11:40-12:55. J. Béraud and staff.

The course is based on audiovisual materials used in class; slides, video strips, and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' active vocabulary.

FRROM 310 Advanced French Conversation

Spring. 2 credits. Limited to 15 students. Priority given to seniors. Prerequisite: French 213 or Cornell Advanced Standing Examination (CASE) placement of Q++.

T R 8:40-9:55, 11:40-12:55, 1:25-2:40 or 2:55-4:10. J. Béraud and staff.

This course is based on discussion of articles published in the French press. A few audio and video recordings and films will also be used.

FRROM 311 Advanced French I

Fall. 4 credits. Limited to 15 students. Prerequisite: French 213 or placement by the Cornell Advanced Standing Examination (CASE).

M W F 9:05, 10:10, or 12:20. I. Daly and staff.

All-skills course. Detailed study of present-day syntax. Reading and discussion of texts of cultural relevance. Weekly papers.

FRROM 312 Advanced French II

Spring. 4 credits. Limited to 15 students. Prerequisite: French 311 or placement by the Cornell Advanced Standing Examination (CASE).

M W F 10:10 or T R 10:10-11:25. J. Béraud and staff.

Continuation of work done in French 311. Less emphasis will be placed on study of grammar, more on the examination of texts, on questions of style, and on oral presentation by students. Weekly papers.

[FRROM 400 Semiotics and Language (also Comparative Literature 410 and Linguistics 400)]

4 credits. Not offered 1993-94.]

[FRROM 408 Linguistic Structure of French I (also Linguistics 408)]

4 credits. Not offered 1993-94.]

[FRROM 410 Structure of French II (also French 410 Modern Languages and Linguistics)]

4 credits. Not offered 1993-94.]

[FRROM 424 Composition and Style]

4 credits. Not offered 1993-94.]

[FRROM 604 Contemporary Theories of French Grammar]

4 credits. Not offered 1993-94.]

[FRROM 700 French Linguistics (also French 700 Modern Languages and Linguistics)]

4 credits. Not offered 1993-94.]

Literature

FRLIT 220 Introduction to French and Francophone Culture

Fall or spring. 3 credits. Prerequisite: CPT score of 600 or French 200, 203 or 205. Conducted in French.

Fall: M W F 10:10; spring: T R 10:10–11:25. J. Ngate and staff.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings will include a selection of articles dealing with issues of current concern in France: works by French and Maghrebine or African writers; poetry or drama; two films will also be discussed.

FRLIT 221 Introduction to French Literature

Fall, spring, or summer. 3 credits. Prerequisites: a CPT score of 630 or French 200, 203, 205 or 220. French 221 serves as a prerequisite for all 300-level courses in French literature and is required (as well as French 222) of all French literature majors. Conducted in French.

Fall: M W F 9:05, or T R 10:10–11:25; spring: M W F 9:05 or 11:15. K. Long and staff.

This course, divided into small sections, is intended as a first introduction to French literature, the Modern Period. Texts have been chosen both as a function of their centrality to the traditional literary canon and with an eye to its current transformation. The course focuses on different theoretical approaches to reading literature, without neglecting to situate works in their historical, philosophical, and cultural context. The course considers literary genres (poetry, drama, and the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. It is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings will include works of authors such as Baudelaire, Césaire, Sartre, Proust, Duras.

FRLIT 222 Studies in French Literature #

Fall or spring. 3 credits. Prerequisite: French 221 or a CPT achievement score of 650 or more (students who have not taken French 221 should obtain consent of instructor; those with scores in the 560–649 range should see the description of French 200, 203, 205, and 220). Required of all literature majors, but not limited to them. Conducted in French.

Fall: M W F 11:15 or M W F 12:20. J. Ngate, and staff; spring: T R 2:55–4:10. P. Lewis.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Madame de Lafayette) and its immediate forebears (Montaigne) and successors in the Enlightenment (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention will be paid to the connections between classicism and humanistic trends.

[FRLIT 309 Mystery and the Mystery Story (also Comparative Literature 309)]

4 credits. Not offered 1993–94.]

FRLIT 320 French Civilization

Spring. 4 credits. Prerequisite: proficiency in French (typically taken after French 204 or 213). Conducted in French.

M W F 11:15. J. Béraud.

Study of contemporary France: its resources, institutions, culture, and attitudes. Students will be expected to research topics for papers and oral presentations. Audio-visual materials will be used.

[FRLIT 325 The Modern French Novel: A Form in Search of Itself]

4 credits. Not offered 1993–94.]

FRLIT 329 Francophone Caribbean Literature @

Fall. 4 credits.

M W F 1:25. J. Ngate.

A general introduction to the literature through the reading of representative poems, plays, short stories, and novels by writers such as Jacques Roumain, Aimé Césaire, René Depestre, Maryse Condé, Léon Damas, Myriam Warner-Vieyra, and Bertène Juminer. The course will be taught in French and with student participation in discussion of the assigned texts.

[FRLIT 330 Francophone African Literature @]

4 credits. Not offered 1993–94.]

[FRLIT 331 Masterpieces of French Drama I: The Classical Era #]

4 credits. Not offered 1993–94.]

FRLIT 332 Masterpieces of French Drama II: The Comic in the Modern Era

Fall. 4 credits.

T R 10:10–11:25. D. Grossvogel.

The history of French theater is followed from romanticism to the present, with emphasis on theatrical experiments in the twentieth century. Plays to be studied will be chosen from works by such authors as Hugo, Musset, Jarry, Claudel, Giraudoux, Cocteau, Sartre, Beckett, and Ionesco.

[FRLIT 333 Contemporary French Thought]

4 credits. Not offered 1993–94.]

[FRLIT 334 The Novel as Masterwork #]

4 credits. Not offered 1993–94.]

[FRLIT 335 Romance to Revolution: The French Novel before 1789 #]

4 credits. Not offered 1993–94.]

[FRLIT 338 French Poetry from Its Origins to the Revolution of 1789 #]

4 credits. Not offered 1993–94.]

[FRLIT 354 New Prose, Old Prose]

4 credits. Not offered 1993–94.]

FRLIT 356 Lyon and Paris in the Sixteenth Century #

Fall. 4 credits.

T R 11:40–12:55. K. Long.

Through the works of Marot, Scève, Labé, Marguerite de Navarre, Rabelais, Ronsard, and Du Bellay, this course will explore the birth and decline of the "School of Lyon" and the rise of the Pléiade in relation to several social and historical problems. These works reveal the role of the repression of Protestantism in the demise of Lyon as a cultural center, as well as the initial importance of women authors for the French Renaissance, and the later exclusion of women from Parisian culture. Such issues will help to explain the early importance of Lyon and the later dominance of Paris, as well as to place the literature in an historical context. Readings and discussions in French.

[359 Georges Simenon]

4 credits. Not offered 1993–94.]

[FRLIT 369 Comic Theater in the Seventeenth Century #]

4 credits. Not offered 1993–94.]

[FRLIT 370 Perspectives on the Age of Enlightenment: "Enlightened" Literature #]

4 credits. Not offered 1993–94.]

[FRLIT 371 Eighteenth-Century Theater #]

4 credits. Not offered 1993–94.]

[FRLIT 375 Eighteenth-Century Novel #]

4 credits. Not offered 1993–94.]

[FRLIT 379 Victor Hugo—Romantic Movement #]

4 credits. Not offered 1993–94.]

[FRLIT 380 Introduction to French Romanticism #]

4 credits. Not offered 1993–94.]

[FRLIT 385 Gustave Flaubert #]

4 credits. Not offered 1993–94.]

FRLIT 388 The French Lyric Romance from Symbolism to Surrealism

Spring. 4 credits. Prerequisite: French 221 or 222.

T R 2:55–4:10. R. Klein.

This course will trace the development of lyric poetry in France from Hugo and Baudelaire, the heirs of French romanticism, to the violent disruption of that tradition in surrealist automatic writing. Particular attention will be paid to the sonnets and love poetry of Rimbaud, Mallarmé, Verlaine, Villon, Valéry, Apollinaire, Breton, and Aimé Césaire.

FRLIT 389 French Romanticism (also Women's Studies 493) #

Spring. 4 credits. Prerequisite: French 222 or permission of instructor. Conducted in French.

M W F 12:20. N. Furman.

The history and literature of the French romantic period will be studied through the essays, poetry, plays, and novels of such authors as Hugo, Lamartine, Vigny, Nerval, Musset, Stendhal, and Balzac.

[FRLIT 390 Modern French Criticism]

4 credits. Not offered 1993–94.]

[FRLIT 394 Sartre and Existentialism]

4 credits. Not offered 1993–94.]

[FRLIT 396 The Contemporary French Novel: 1950 to the Present]

4 credits. Not offered 1993–94.]

[FRLIT 398 Six French Poets]

4 credits. Not offered 1993–94.]

[FRLIT 399 French Cinema: Semiotics of Realism, Surrealism, Existentialism]

4 credits. Not offered 1993–94.]

[FRLIT 404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also Comparative Literature 404 and Romance Studies 404) #]

4 credits. Not offered 1993–94.]

FRLIT 418 The Polemics of Gender in Early Modern Europe (also Society for the Humanities 418) #

Spring. 3 credits.

M 12:20–2:15. A. R. Jones.

The Querelle des femmes, beginning with Christine de Pisan's attack on Matheolus and other misogynist scholar/writers of her time

and continuing into seventeenth-century conduct books, pamphlet wars, and stage plays. This seminar will explore how political and economic changes fueled the controversy over women, define persistent patterns of argument in the debate, and analyze transformations of this rhetoric in writing by women.

FRLIT 419-420 Special Topics in French Literature

419, fall; 420, spring. 2-4 credits each term.
Prerequisite: permission of instructor.
Staff.

Guided independent study of special topics.

[FRLIT 422 Three Ages of Theater (also Comparative Literature 422)]

4 credits. Not offered 1993-94.]

FRLIT 429-430 Honors Work in French

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program.

J. Ngate.

[FRLIT 435 Césaire et Lautremon]

4 credits. Not offered 1993-94.]

[FRLIT 436 Francophone African Fiction (also French 636)] @

4 credits. Not offered 1993-94.]

FRLIT 438 La Poésie de la Négritude (also French 638) @

Spring. 4 credits.

T R 1:25-2:40. J. Ngate.

The course will start by looking at the poetry of a precursor (the Malagasy J. J. Rabearivelo), and then move on to the work of the three founders of Négritude (Aimé Césaire, Léon Damas, and Léopold S. Senghor). Two African poets of the second and third generations (the Congolese Tchicaya U Tam'si and the Ivorian J. M. Adiaffi) will finally be read against the background of the theory and the practice of the founding "fathers."

[FRLIT 439 Oral and Written Traditions in Africa (also Comparative Literature 439)] @

4 credits. Not offered 1993-94.]

FRLIT 440 African Cityscapes: Urbanization and Its Literary Representations (also Comparative Literature 440) @

4 credits. Not offered 1993-94.]

FRLIT 447 Medieval Literature #

Fall. 4 credits. Prerequisite: French 221 or permission of instructor. First term not prerequisite to the second. Conducted in English.

M W F 9:05. A. Colby-Hall.

This course is designed to give students facility in reading Old French and an appreciation of two major genres of medieval French literature: the epic and the theater.

FRLIT 448 Medieval Literature #

Spring. 4 credits. Prerequisite: French 221 or permission of instructor. Conducted in English.

M W F 9:05. A. Colby-Hall.

French 448 deals with the romance and the lyric. Facility in reading Old French and appreciation of these two major genres are the primary goals of this course.

[FRLIT 449 Love and Hate in the Late Middle Ages #

4 credits. Not offered 1993-94.]

[FRLIT 452 Theatre in Sixteenth-Century France #

4 credits. Not offered 1993-94.]

[FRLIT 453 Masterpieces of French Renaissance Prose #

4 credits. Not offered 1993-94.]

[FRLIT 454 Montaigne #

4 credits. Not offered 1993-94.]

FRLIT 455 Rabelais #

Spring. 4 credits. Conducted in French.

T R 11:40-12:55. K. Long.

Attentive, well-informed, speculative reading of Rabelais's French works is an enjoyable and strenuous entertainment. Some questions it raises may be extended and clarified by the study of popular culture at the end of the Middle Ages (farces and sideshows, street life and village life, chapbooks and almanacs, the sermons of the Franciscan preachers); others, by the history of Renaissance medicine and the learned recovery of the classical tradition; others still, by consulting recent anthropology and depth psychology on such matters as jokes and play, obscenity, nightmares, and myths. Modern theories of language may help to understand Rabelais's purposes and those of James Joyce, his nearest kin.

[FRLIT 456 Diverse Poetries in Sixteenth-Century France #

4 credits. Not offered 1993-94.]

[FRLIT 458 Baroque Poetry in France #

4 credits. Not offered 1993-94.]

[FRLIT 459 Petrarchism and the Lyric Experience in France (also French 659)] #

4 credits. Not offered 1993-94.]

[FRLIT 460 The Moral Tradition (also French 660)] #

4 credits. Not offered 1993-94.]

FRLIT 461 The Theater of Molière #

Fall. 4 credits.

M 2:30-4:25. P. Lewis.

While centering upon the interpretation of the plays, the course also devotes some discussion to the evolution of Molière's theater and its relation to social and political issues.

[FRLIT 462 Racine #

4 credits. Not offered 1993-94.]

[FRLIT 470 Perspectives on the Age of Enlightenment #

4 credits. Not offered 1993-94.]

[FRLIT 472 Theater of Eighteenth Century #

4 credits. Not offered 1993-94.]

[FRLIT 473 Diderot and the Enlightenment #

4 credits. Not offered 1993-94.]

FRLIT 476 The Libertine Novel

Fall. 4 credits. Conducted in French.

M W F 11:15. A. Berger.

From Montesquieu and Crébillon to Sade, we will study the rise of the libertine novel in eighteenth-century France. Foucault writes that this type of novel marks the beginning of the "epoch of sexuality." We will try to understand what is at stake in this new staging of "sexuality." The assertion of the supremacy of desire over social rules and values participated in the undermining of the theological and patriarchal order. We will inquire about the extent of this process as we discuss the place and representation of women's desire in these novels.

[FRLIT 485 Reading Workshop: The Short Story

4 credits. Not offered 1993-94.]

[FRLIT 487 Rimbaud and the Question of Reading #

4 credits. Not offered 1993-94.]

[FRLIT 488 Baudelaire #

4 credits. Not offered 1993-94.]

[FRLIT 490 The Roots of Modernism

4 credits. Not offered 1993-94.]

[FRLIT 493 French Feminisms (also Women's Studies 493)]

4 credits. Not offered 1993-94.]

[FRLIT 494 Surrealism

4 credits. Not offered 1993-94.]

FRLIT 495 Existentialism

Spring. 4 credits.

M 2:30-4:25. R. Klein.

This course will focus on the writing of Jean-Paul Sartre, with special emphasis on his principal text, *Being and Nothingness*. Sartre's literary work, as well as that of some of his contemporaries (de Beauvoir, Vian, Camus), will be read in conjunction with specific chapters of *L'être et le néant*. The meaning of such a profoundly theoretical, philosophical influence on literature at that moment in French history will be at the center of our concern. All readings and class discussion will be in French.

[FRLIT 496 The Early Twentieth-Century French Novel (also Comparative Literature 496)]

4 credits. Not offered 1993-94.]

[FRLIT 497 Poetry since Baudelaire

4 credits. Not offered 1993-94.]

[FRLIT 498 Dostoevsky, Mann, and Gide (also Comparative Literature 498)]

4 credits. Not offered 1993-94.]

[FRLIT 499 Fiction and Film in France (also Comparative Literature 499)]

4 credits. Not offered 1993-94.]

[FRLIT 596 Colette: Can She Be a Subject of Masculine Discussion in the '80s?]

4 credits. Not offered 1993-94.]

[FRLIT 607 Proseminar: The Interpretation of Texts]

4 credits. Not offered 1993-94.]

[FRLIT 608 Proseminar]

4 credits. Not offered 1993-94.]

[FRLIT 616 The Concept of Dramatic Tragedy in the Seventeenth and Eighteenth Centuries #]

4 credits. Not offered 1993-94.]

[FRLIT 628 "Un coup de dés": Mallarmé and His Critics #]

4 credits. Not offered 1993-94.]

[FRLIT 629 History of the French Language (also French 401 Modern Languages)]

4 credits. Not offered 1993-94.]

[FRLIT 636 Francophone African Fiction (also French 436)] @

4 credits. Not offered 1993-94.]

FRLIT 638 La Poésie de la Négritude (also French 438) @

Spring. 4 credits.

T R 1:25-2:40. J. Ngate.

See French 438 for description.

FRLIT 639-640 Special Topics in French Literature

639, fall; 640, spring. 4 credits each term.
Staff.

Guided independent study for graduate students.

[FRLIT 644 Medieval Seminar: The Old French Epic

4 credits. Not offered 1993-94.]

[FRLIT 646 Medieval Seminar: Villon

4 credits. Not offered 1993-94.]

[FRLIT 648 Medieval Seminar: Le Roman de la Rose

4 credits. Not offered 1993-94.]

[FRLIT 656 The Subliterary and the Nonliterary in Early Modern France

4 credits. Not offered 1993-94.]

[FRLIT 659 Petrarchism and the Lyric Experience in France (also French 459) #

4 credits. Not offered 1993-94.]

[FRLIT 660 The Moralistic Tradition (also French 460) #

4 credits. Not offered 1993-94.]

[FRLIT 661 Racine and His Critics #

4 credits. Not offered 1993-94.]

[FRLIT 662 Racine #

4 credits. Not offered 1993-94.]

[FRLIT 663 La Fontaine and Perrault: Fables, Tales, and Narrative Traps #

4 credits. Not offered 1993-94.]

[FRLIT 664 Seminar in Late Seventeenth-Century Literature #

4 credits. Not offered 1993-94.]

[FRLIT 665 The Emergence of Aesthetics

4 credits. Not offered 1993-94.]

[FRLIT 666 Seventeenth-Century Seminar: Moralities in Fiction: The Classical Moment (also Comparative Literature 666) #

4 credits. Not offered 1993-94.]

[FRLIT 669 Seventeenth-Century Seminar: Illusion and Representation

4 credits. Not offered 1993-94.]

[FRLIT 676 The Libertine Novel

4 credits. Not offered 1993-94.]

FRLIT 678 Self-Portraits of Poets and Poems in Nineteenth-Century Lyricism

Fall. 4 credits.

W 2:30-4:25. A. Berger.

How does poetry tell its own story and history as a genre in the nineteenth century? How does it account for its process of production and historical situation? And what does poetry's propensity to reflect on the conditions of its enunciation or to picture itself in writing teach us about the specific nature of "the gift of the poem"? We will try to answer these questions through careful readings of self-portraying poems by Desbordes-Valmore, Hugo, Nerval, Baudelaire, Rimbaud, Verlaine, and Mallarmé.

[FRLIT 679 Comedy and Philosophy in the French Enlightenment #

4 credits. Not offered 1993-94.]

[FRLIT 680 Amours romantiques #

4 credits. Not offered 1993-94.]

[FRLIT 683 The Appeal of the Exotic

4 credits. Not offered 1993-94.]

[FRLIT 685 Stendhal, Balzac, Flaubert (also Comparative Literature 610) #

4 credits. Not offered 1993-94.]

FRLIT 686 Le regard et la voix

Spring. 4 credits.

W 2:30-4:25. N. Furman.

We will study nineteenth-century narratives through the tropes of "l'homme et l'oeuvre," mimesis, narratology, textuality, the frames of the gaze, the spaces of the voice, and the materiality of the letter. Balzac, Mérimée, Villiers de L'Isle-Adam, Flaubert, Maupassant, Sand, Zola, and Valles will be read in conjunction with selections from Sainte-Beuve, Taine, Barthes, Genette, Blanchot, Kristeva, Lacan, Finas, and Derrida.

[FRLIT 687 Poetry and the Threat of Modernity: The Case of Rimbaud #

4 credits. Not offered 1993-94.]

[FRLIT 688 Gérard de Nerval #

4 credits. Not offered 1993-94.]

[FRLIT 689 Bohemians and Dandies

4 credits. Not offered 1993-94.]

[FRLIT 690 André Gide (also Comparative Literature 695)

4 credits. Not offered 1993-94.]

[FRLIT 691 Laughter

4 credits. Not offered 1993-94.]

[FRLIT 692 Sartre and Genet

4 credits. Not offered 1993-94.]

[FRLIT 693 Nineteenth-Century Seminar #

4 credits. Not offered 1993-94.]

[FRLIT 694 Surrealism

4 credits. Not offered 1993-94.]

FRLIT 695 Theorizing Films (also English 703)

Fall. 4 credits.

T 1:25-3:20. T. Murray.

The seminar will discuss analyses of image, narrative, and psychoanalysis that are grounded in the theory of film. Special consideration will be given to the relation of filmic form to imagistic and narrative representations of subjectivity and gender-representations essential to the discourse of psychoanalysis. Incorporating reading selections from a broad range of film theory, the seminar will be organized around conceptual topics such as the cinematic apparatus (Comolli, Baudry, Lyotard, Rose), montage (Heath, Lacan, Eisenstein, Aumont), perspective and phenomenology (Merleau-Ponty, Cavell, Lyotard, Deleuze), the filmic gaze (Metz, Mulvey, Silverman, Irigaray), desire in narrative (Barthes, de Lauretis, Ropars-Wuilleumier, Doane), and image as woman (Kuhn, Doane, Turim). Readings will be grouped to correspond with the viewing and study of a limited number of films that have attracted wide theoretical discussion. Informal seminar presentations and a term paper will be required.

[FRLIT 696 Proust and Mystery

4 credits. Not offered 1993-94.]

[FRLIT 697 Philosophy of Money (also Anthropology 625)

4 credits. Not offered 1993-94.]

FRLIT 699 Anti-Semitism in Modern French Literature: Another Kind of Deconstruction

Fall.

R 1:25-3:20. D. Grossvogel.

An examination of modern French fiction and theory in order to focus on a usually neglected aspect of racism. The aim of this analysis is to define it, map out reasons for its existence, and consider some of the arguments it has generated and the particular twist it has given a part of contemporary French literature.

Related courses in other departments:**COMM 472 Poetry in the 1990s**

J. Monroe.

COMM 674 Contemporary Poetry and Culture: 1968-1993

J. Monroe.

SOC HUM 405 Satan and Les Fleurs du Mal: Constructing Context (also Comparative Literature 405)

J. Culler.

THEAT 678 Post-Structuralist Dramatic Theory

J. Devenyi.

Italian

A. Grossvogel, director of undergraduate studies; M. Migiel.

The Major

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the major are Italian 303, 304, and 427. Italian 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite of Italian 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include Italian language (beginning and intermediate); Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Study Abroad in Italy

Cornell collaborates with six other major U.S. universities in sponsoring the Bologna Cooperative Studies Program (BCSP) for study abroad in Bologna, Italy. Through BCSP, advanced students can experience total immersion in Italian education and culture in a city that combines a long and rich history with modern prosperity and an active commercial and cultural life. Students attend classes at the University of Bologna, the oldest institution of higher learning in Europe and one of Italy's most respected. The academic year begins in September and October with an intensive six-week orientation in Bologna, which includes instruction in Italian grammar, conversation, and history. When the University of Bologna's academic year commences in November, students enroll in three regular, year-long courses with Italian students. In addition, students take one of the special one-semester BCSP courses in contemporary literature, art history, the European Community, and Italian language. University of Bologna faculty members teach the BCSP courses.

Housing is arranged through the BCSP program office in Bologna. Students live in rented apartments near the university with other program participants and Italian roommates.

Students with advanced preparation in Italian who hold at least a "B" average and have reached at least junior standing when program participation begins are eligible. The minimum Italian language preparation is the completion of Italian 204 or its equivalent. Students interested in the study abroad program in Bologna should consult the Cornell Abroad office (474 Uris) for further information.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

Literature

Most language courses and Italian linguistics courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

ITAL 201 Introduction to Italian Literature

Fall. 4 credits. Prerequisite: permission of instructor. Conducted in Italian.

M T W F 9:05. M. Migiel and staff. Exploration of the cultural, sociological, and aesthetic implications of Italian literary texts. Emphasis on the development of students' oral, written, and reading skills. Readings will include prose, poetry, and drama written by major Italian authors.

[ITAL 303 Introduction to Medieval and Renaissance Literature

4 credits. Not offered 1993-94.]

ITAL 304 Introduction to Modern Italian Literature

Fall. 4 credits. Prerequisite: Italian 201 or permission of instructor.

T R 11:40-12:55. A. Grossvogel. A reading of masterpieces of modern Italian literature that gives attention to the context in which they arose. Highlights of Galileo and Vico's writing of novels from romanticism to the contemporary period. The theater of Goldoni and Pirandello. Poetry from Leopardi to Montale.

[ITAL 322 Italian Civilization: Literature and Regionalism

4 credits. Not offered 1993-94.]

[ITAL 354 Italian Humanism (also Italian 654)

4 credits. Not offered 1993-94.]

[ITAL 357 The Italian Renaissance Epic

4 credits. Not offered 1993-94.]

[ITAL 370 Eighteenth-Century Thought

4 credits. Not offered 1993-94.]

[ITAL 381 Narrative of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 681)

4 credits. Not offered 1993-94.]

[ITAL 384 Early Modern Italian Autobiography (also Italian 684)

4 credits. Not offered 1993-94.]

[ITAL 390 Literature to Cinema

4 credits. Not offered 1993-94.]

[ITAL 391 The Theater of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 691)

4 credits. Not offered 1993-94.]

[ITAL 393 Narrative and Ideology in Contemporary Italian Literature (also Italian 693 and Comparative Literature 393)

4 credits. Not offered 1993-94.]

[ITAL 395 Readings in Contemporary Italian Fiction

4 credits. Not offered 1993-94.]

ITAL 399 Cinema to Literature

Spring. 4 credits. Conducted in English.

T R 2:30-4:25. A. Grossvogel. The course will consist of a comparative study of selected films by Fellini, Antonioni, Visconti, and others and of works by major contemporary writers such as Montale, Ungaretti, Gadda, and Calvino. These authors'

similarities and contrasts in invention, style, and techniques will be explored to illustrate the evolution of contemporary aesthetics in cinematography and poetry in Italy.

ITAL 419-420 Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor.

Staff.

Guided independent study of specific topics.

[ITAL 427 Dante: *La Divina Commedia* also Italian 627)

4 credits. Not offered 1993-94.]

ITAL 429-430 Honors in Italian Literature

429 fall; 430, spring. 8 credits. Year-long course, R for fall semester; letter grade for spring semester. Limited to seniors. Prerequisite: permission of instructor.

Staff.

[ITAL 437 Petrarch: *Canzoniere*

4 credits. Not offered 1993-94.]

ITAL 440 Literature and Society in the Italian Renaissance

Fall. 4 credits.

M W F 11:15. M. Migiel.

Topic for 1993: Gender and Culture in the Italian Renaissance. The course will be divided into three parts. Focusing first on a series of studies by historians and literary scholars who have asked (explicitly or implicitly) whether women had a Renaissance, we will investigate the differences between "historical" and "literary" study of gender and gender ideologies in the Italian Renaissance; we will focus on Leon Battista Alberti's *On the Family* as a representative point of tension between the two disciplines. In the second part of the course, we will ask what it means to study women's writing and women's sexuality; here we will use as a case study the life and work of the Venetian courtesan Veronica Franco. And finally, in the last part of the course, we will pose questions about the current limitations of work on gender and culture in the Italian Renaissance, by focusing on the blindspots and the resistances of contemporary literary and historical interpretations. The course will be conducted in English; good reading knowledge of Italian required.

ITAL 445 Boccaccio (also Italian 645)

Spring. 4 credits.

M W F 11:15. M. Migiel.

The course will focus mainly on the *Decameron* and its analogues. Particular attention will be devoted to Boccaccio's development of narrative techniques, his use of literary sources, and his commentary on the social and ideological function of literature. Conducted in English; good reading knowledge of Italian required.

[ITAL 448 Italian Lyric Poetry, 1255-1600: The Formation of the Canon

4 credits. Not offered 1993-94.]

[ITAL 458 Tasso (also Italian 658)

4 credits. Not offered 1993-94.]

ITAL 472 Eighteenth-Century Italian Theater: From Melodrama to Tragedy (also Italian 672)

Fall. 4 credits.

W 2:30-4:25. A. Grossvogel.

The readings for this course will focus on the dramatic works of Goldoni and Alfieri, the two major Italian playwrights of the eighteenth century. Carolo Gozzi's *fiabe*, Metastasio's melodrama, Chiari's parodies, and the last sparks of the *commedia dell'arte* will also be examined to illustrate the pervasive character of the dramatic expression in the Italian literary and artistic life of the time. Attention will be given to Goldoni's role in the reform of the theater and to the bitter controversy he had to face.

[ITAL 474 Opera (also German 374/674 and Music 374/674) #
4 credits. Not offered 1993-94.]

[ITAL 485 The Nineteenth Century: Foscolo, Manzoni, Leopardi #
4 credits. Not offered 1993-94.]

[ITAL 488 Giacomo Leopardi and Nineteenth-Century Poetry #
4 credits. Not offered 1993-94.]

[ITAL 490 Modern Italian Women Writers (also Italian 690)
4 credits. Not offered 1993-94.]

ITAL 495 Readings in Contemporary Italian Fiction
Spring. 4 credits.

T R 11:40-12:55. A. Grossvogel.
Beginning with Svevo's *La coscienza di Zeno* and ending with Eco's *Il nome della rosa*, we will read novels and short stories of the most significant contemporary Italian authors, such as Buzzati, Calvino, Gadda, Landolfi, Morante, Moravia, Pasolini, Sciascia, and Sgorlon. Most of the works to be read are available in translation.

[ITAL 496 Futurism in Italy and Europe
4 credits. Not offered 1993-94.]

[ITAL 497 Modern Italian Poetry: D'Annunzio to Montale
4 credits. Not offered 1993-94.]

[ITAL 498 Eugenio Montale and Contemporary Italian Poetry
4 credits. Not offered 1993-94.]

[ITAL 557 The Italian Renaissance Epic
4 credits. Not offered 1993-94.]

[ITAL 627 Dante: La Divina Commedia (also Italian 427) #
4 credits. Not offered 1993-94.
M 2:30-4:25. Staff.
See Italian 427 for description.]

ITAL 639-640 Special Topics in Italian Literature
639, fall; 640, spring. 4 credits each term.
Staff.

ITAL 645 Boccaccio (also Italian 445) #
Spring. 4 credits.
M W F 11:15. M. Migiel.
See Italian 445 for description.

[ITAL 654 Italian Humanism (also Italian 354)
4 credits. Not offered 1993-94.]

[ITAL 658 Tasso (also Italian 458)
4 credits. Not offered 1993-94.]

ITAL 672 Eighteenth-Century Italian Theater: From Melodrama to Tragedy (also Italian 472) #
Fall. 4 credits.
W 2:30-4:25. A. Grossvogel.
See Italian 472 for description.

[ITAL 681 Narrative of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 381)
4 credits. Not offered 1993-94.]

[ITAL 684 Early Modern Italian Autobiography (also Italian 384)
4 credits. Not offered 1993-94.]

[ITAL 690 Modern Italian Women Writers (also Italian 490)
4 credits. Not offered 1993-94.]

[ITAL 691 Theater of Verga, D'Annunzio, Svevo, and Pirandello
4 credits. Not offered 1993-94.]

[ITAL 693 Narrative and Ideology (also Italian 393 and Comparative Literature 393)
4 credits. Not offered 1993-94.]

Romance Studies

Literature

ROMS 358 Literature and Religion: The Nature of the Mystic Text (also Comparative Literature 358 and Religious Studies 358)

Fall. 4 credits.

T R 11:40-12:55. C. M. Arroyo.
Discussion of basic features that seem to be common to all mystical texts: dialogue with the Other, saying of the ineffable, etc. Readings include the sources for the expression of religious love in the Middle Ages (Song of Songs, Gospel of St. John, Pseudodionysius), and texts by Johannes Climacus (The Ladder), Maimonides, Ibn Arabi of Murcia, St. Bernard of Clairvaux, St. Francis of Assisi, Angela da Foligno, Meister Eckhart (The Cloud of Unknowing), St. Teresa of Avila, St. John of the Cross. After defining "the mystic sense of life," we will compare it with modern expressions such as T. Merton's Unamuno's "tragic sense of life," and T. S. Eliot's *The Waste Land*.

[ROMS 361 The Culture of Early Renaissance (also Comparative Literature 361 and History of Art 350) #
4 credits. Not offered 1993-94.]

[ROMS 404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also French 404 and Comparative Literature 404) #
4 credits. Not offered 1993-94.]

[ROMS 431 Isms: General Concepts in Modern Cultural History (also Comparative Literature 431)
4 credits. Not offered 1993-94.]

[ROMS 459 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Comparative Literature 369) #
4 credits. Not offered 1993-94.]

[ROMS 460 Biology and Theology: Approaches to the Origin of Life, Evolution, Heritage and Freedom, Sexuality and Death (also Comparative Literature 460)
4 credits. Not offered 1993-94.]

[ROMS 497 Heidegger on Language, Art, and Literature (also Comparative Literature 497)
4 credits. Not offered 1993-94.]

Spanish

D. Castillo director of undergraduate studies, C. Moron-Arroyo, L. Carrillo, U. J. DeWinter, J. W. Kronik, A. Monegal, J. Piedra, M. Stycos, J. Tittler

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies in Spanish—Professor Castillo—who will admit them to the major and choose an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) Spanish 315-316-318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) A combination of literature and linguistics.
- 3) Either of the above options with certain courses in other disciplines counted toward the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Hispanic American Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

For the major in Spanish linguistics, see Modern Languages and Linguistics—Spanish.

Study abroad in Spain. Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first three weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips in Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families or in a few cases in "colegios mayores." Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in Spanish prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

Fees. Depending on the course, a small fee may be charged for film use or for copies of texts for course work.

Language

Most language courses and Spanish linguistic courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listing under Spanish 201 for description of the literature course that may be taken concurrently with the 203-204 (offered by Modern Languages and Linguistics) or 211-212 language courses described below.

[SPANR 211 Intermediate Spanish]
3 credits. Not offered 1993-94.]

[SPANR 212 Intermediate Spanish]
3 credits. Not offered 1993-94.]

SPANR 311 Advanced Composition and Conversation

Fall. 4 credits. Prerequisite: Spanish 204 or 212 or equivalent.

M W F 10:10, 12:20 or T R 10:10-11:25.

M. Stycos and staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

SPANR 312 Advanced Composition and Conversation

Spring. 4 credits.

M W F 9:05, 11:15 or T R 1:25-2:40.

M. Stycos and staff.

Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

Literature

SPANL 201 Introduction to Hispanic Literature @

Fall or spring. 3 credits. Prerequisite: qualification in Spanish or permission of instructor. The course is divided into small sections and is conducted mainly in Spanish. (Fulfills both the language proficiency requirement and, followed by a 300-level Spanish literature course, the humanities distribution requirement. The literature course that normally follows Spanish 201 is either 315, 316, or 318.)

Fall: M W F 9:05, 11:15, 12:20 or T R 10:10-11:25, A. Monegal; spring: M W F 9:05, 10:10, 11:15 or T R 8:40-9:55, D. Castillo and staff.

An intermediate reading course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

SPANL 210 Introduction to Hispanic American Studies (also HASP 210)

Fall. 3-4 credits.

T R 2:55-4:10. L. Carrillo.

This course offers a survey of topics and issues relevant to the historical, social, cultural and educational development of Hispanic groups in the United States. Topics to be examined may include: Latinos and the environment; culture, language and multiculturalism; gender and society. Readings may include selections from historical travel journals, contemporary literature and relevant social science documents. Guest speakers from Cornell's staff as well as visiting writers and lecturers will broaden the scope of the course.

[SPANL 240 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Comparative Literature 234, Religious Studies 234 and Near Eastern Studies 234) @ #]
3 credits. Not offered 1993-94.]

[SPANL 300 Gender and Sexuality in Latin America (also Spanish Literature 400) @ #]
4 credits. Not offered 1993-94.]

[SPANL 313 Approaches to Spanish Culture]

4 credits. Not offered 1993-94.]

SPANL 314 Visual Vernacular (also HASP 312)

Fall. 4 credits.

T R 1:25-2:40. C. Noriega.

What does it mean to bring vernacular forms such as home altars and street murals into the

art museum? What contextual factors inform Latino-produced documentaries and feature films released through "mainstream" distribution channels? This course will examine the cultural negotiations that factor into the production and exhibition of contemporary Latino expressions in various art forms: installation, painting, photography, video, and cinema. In particular, we will consider the manner in which Latino artists transform and re-situate vernacular forms as part of a larger engagement with current debates on cultural diversity, public space, and the nation.

SPANL 315 Readings in Sixteenth- and Seventeenth-Century Hispanic Literature #

Fall. 4 credits. Prerequisite: Spanish 201, four years of high school Spanish, or permission of instructor. Taught in Spanish. This course is not a prerequisite for Spanish 316 or 318.

M W F 10:10. S. Armon.

Readings and discussion of representative texts of the period from both Spain and her colonies in the New World: Garcilaso de la Vega, Lazarillo de Tormes, San Juan de la Cruz, Cervantes, Lope de Vega, Calderón, and others.

SPANL 316 Readings in Modern Spanish Literature

Fall or spring. 4 credits. Prerequisite: Spanish 201 or 4 years of high school Spanish or permission of instructor. Taught in Spanish.

Fall: M W F 10:10, M. Stycos; T R 11:40-12:55, J. Kronik; spring: T R 10:10-11:25, S. Armon or T R 11:40-12:55, M. Stycos.

Readings and discussion of representative texts from Spain from the romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

[SPANL 317 Readings in Colonial Spanish-American Literature @ #]
4 credits. Not offered 1993-94.]

SPANL 318 Readings in Spanish-American Literature @

Fall or spring. 4 credits.

Fall: M W F 9:05, J. Tittler; M W F 11:15, D. Castillo; spring: T R 10:10-11:25 or T R 1:25-2:40. D. Castillo.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Darío, Borges, Neruda, Paz, Cortázar, García Márquez, and others.

[SPANL 323 Readings in Latin American Civilization @]
4 credits. Not offered 1993-94.]

Note: The prerequisite for the following courses, unless otherwise indicated, is Spanish 315, 316, or 318, or permission of instructor.

[SPANL 332 The Modern Drama in Spanish America @ #]
4 credits. Not offered 1993-94.]

[SPANL 333 The Spanish-American Short Story]
4 credits. Not offered 1993-94.]

[SPANL 345 Contemporary Spanish-American Novel @]
4 credits. Not offered 1993-94.]

[SPANL 346 Hispanic Caribbean Culture and Literature @]
4 credits. Not offered 1993-94.]

[SPANL 347 Spanish America in Black and White @

4 credits. Not offered 1993-94.]

SPANL 351 Spanish Drama of the Golden Age #

Fall. 4 credits.

M W F 12:20-1:10. S. Armon.

A reading of the canonic plays from Juan del Encina through Calderón; Lope de Rueda and the Italian origin of the Spanish comedia; Lope de Vega's impact on the emergence of the comedia as the pervasive genre in Spanish literature between 1590 and 1640. Comedy and society and the sociology of the texts. Calderón: the idea of baroque. Theology and play; theological axioms as key signifiers for understanding the structures of the plays. The concept of baroque irony.

[SPANL 355 Cervantes: Don Quijote (also Spanish Literature 455) #

4 credits. Not offered 1993-94.]

[SPANL 356 Spanish Lyric Poetry of the Golden Age #

4 credits. Not offered 1993-94.]

[SPANL 368 The Birth of the Novel in Spain #

4 credits. Not offered 1993-94.]

[SPANL 375 The Picaresque Novel in European Perspective #

4 credits. Not offered 1993-94.]

SPANL 377 The Contemporary Spanish Novel (Part I)

Fall. 4 credits.

T R 2:55-4:10. J. Kronik.

A thematic and structural study of the Spanish novel of the post-Civil War period, including works written by Cela, Laforet, Delibes, Matute, Sánchez Ferlosio, and Martín-Santos from the 1940s to the 60s. Special emphasis will be placed on the discussion of these texts as instruments of protest against the sociopolitical order and against traditional forms of narrative. Supplementary readings in narrative theory and the novel outside Spain.

[SPANL 378 The Contemporary Spanish Novel (Part II)

4 credits. Not offered 1992-93. Next offered Fall '94.]

[SPANL 379 Luis Buñuel and the Cinema of Poetry (also Theatre Arts 389)

4 credits. Not offered 1993-94.]

[SPANL 380 Spain during the Franco Regime

4 credits. Not offered 1993-94.]

[SPANL 385 The Nineteenth-Century Spanish Novel (also Spanish Literature 485) #

4 credits. Not offered 1993-94.]

[SPANL 386 Studies in Spanish Realism and Naturalism #

4 credits. Not offered 1993-94.]

[SPANL 389 The Generation of 1898 #

4 credits. Not offered 1993-94.]

[SPANL 390 Fiction of Manuel Puig (also Spanish Literature 496) @

4 credits. Not offered 1993-94.]

[SPANL 391 The Post-Civil War Drama in Spain

4 credits. Not offered 1993-94.]

[SPANL 392 The Spanish Vanguard Theater: Lorca and Valle-Inclán

4 credits. Not offered 1993-94.]

[SPANL 393 Modern Spanish Short Fiction

4 credits. Not offered 1993-94.]

[SPANL 394 Trans-Atlantic Renaissance (also Comparative Literature 394) #

4 credits. Not offered 1993-94.]

SPANL 396 Modern U.S.-Hispanic Prose Fiction

Spring. 4 credits. Taught in Spanish.

T R 11:40-12:55. D. Castillo.

A detailed examination of representative twentieth-century fictional works (novels, short stories, plays) by Hispanic-American authors. Discussion will be centered on such issues as the social and political concerns raised by the fiction and the authors' need to struggle with a double linguistic and cultural tradition. Authors include: Nicholasa Mohr, Piri Thomas, Rolando Hinojosa-Smith, Alejandro Morales, Tomás Rivera, Ron Arias, Raymond Barrio, and Luis Valdez.

[SPANL 397 Colombian Literature @

4 credits. Not offered 1993-94.]

[SPANL 398 Post-Revolutionary Mexican Novel @

4 credits. Not offered 1993-94.]

[SPANL 399 Spanish Film

4 credits. Not offered 1993-94.]

[SPANL 400 Gender and Sexuality in Latin America (also Spanish Literature 300) @

4 credits. Not offered 1993-94.]

SPANL 402 Latin American and Latino Video (also HASP 402 and Theatre Arts 402)

Spring. 4 credits.

W 7:30-9:25. C. Noriega.

This course will examine video as a recent expressive form within Latin America and U.S. Latino communities. Emphasis will be placed on issues related to production, distribution and reception, as well as on the significance of such forms as testimonial and performative narratives, social documentaries, and experimental genres. We will consider the function of such socioaesthetic categories as New Latin American Cinema, Third Cinema, and postmodernism. Readings in English. Films with English subtitles or little dialogue. A small screening fee may be charged.

[SPANL 415 The Black Within: Hispanic Race and Literature @

3 credits. Not offered 1993-94.]

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each term.

Prerequisite: permission of instructor.

Staff.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits. Year-long

course, R grade fall semester, letter grade

spring semester. Limited to seniors. Prerequisite: permission of instructor.

D. Castillo.

[SPANL 440 Medieval Spanish Literature #

4 credits. Not offered 1993-94.]

SPANL 445 Spanish-American Mystery Fiction @

Fall. 4 credits.

M W F 1:25. J. Tittler.

Originally an exotic translated import from the Anglo-Saxon and Gallic traditions, mystery fiction has flourished in Spanish America in this century, albeit on slightly different terms. The course surveys detective stories and novels—in the rational, hard-boiled, and parodic modes—by such leading authors as Borges, Puig, Fuentes, Donoso, and Vargas Llosa, as well as by younger writers like Ana Lydia Vega, Luisa Valenzuela, Boris Salazar, and Germán Espinosa.

[SPANL 450 Literature of Conquest #

4 credits. Not offered 1993-94.]

[SPANL 451 Spanish Theater of the Golden Age #

4 credits. Not offered 1993-94.]

[SPANL 455 Cervantes: Don Quijote (also Spanish 355) #

4 credits. Not offered 1993-94.]

SPANL 466 Golden Age Spanish Short Fiction #

Spring. 4 credits.

T R 1:25-2:40. S. Armon.

Readings and discussion of sixteenth- and seventeenth-century novellas and other short fiction of Cervantes, Lope de Vega, Tirso de Molina, Quevedo, María de Zayas, and others.

[SPANL 468 Spanish Poetry of Golden Age #

4 credits. Not offered 1993-94.]

[SPANL 469 Mystics and Moralists #

4 credits. Not offered 1993-94.]

[SPANL 475 The Picaresque Novel in a European Perspective (also Comparative Literature 475) #

4 credits. Not offered 1993-94.]

[SPANL 479 Colonial Spanish-American Literature: Voices of the Colonized # @

4 credits. Not offered 1993-94.]

[SPANL 481 Eighteenth- and Nineteenth-Century Spanish Drama #

4 credits. Not offered 1993-94.]

[SPANL 485 The Nineteenth-Century Spanish Novel (also Spanish Literature 385) #

4 credits. Not offered 1993-94.]

[SPANL 488 The Novel in Early Twentieth-Century Spain

4 credits. Not offered 1993-94.]

[SPANL 489 Hispanic Romanticism #

4 credits. Not offered 1993-94.]

[SPANL 490 Surrealism in Spain

4 credits. Not offered 1993-94.]

[SPANL 491 The Poetics of Tragedy in Contemporary Spanish Drama

4 credits. Not offered 1993-94.]

SPANL 492 Latin-American Women Writers (also Women's Studies 481 and Comparative Literature 482) @

Spring. 4 credits. Conducted in English.

T R 10:10-11:25. D. Castillo.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically

Latin American feminine identity. All works will be read in translation. (Romance Studies students should read originals of the two works from the Spanish.) Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena Maria Viramontes and the Anzaldúa/Moraga anthology *This Bridge Called my Back* (U.S.A.), and Simone Schwarz-Bart (Guadeloupe).

[SPANL 495 Gabriel García Márquez @
4 credits. Not offered 1993-94.]

[SPANL 496 The Fiction of Manuel Puig (also Spanish 390) @
4 credits. Not offered 1993-94.]

SPANL 497 Modern Spanish Poetry and Poetics

Fall. 4 credits.

W 2:30-4:25. A. Monegal.
This course will focus on the development of modern Spanish poetry from Bécquer to the present. Readings will include texts by Machado, Jiménez, Guillén, Lorca, and others, as well as poetic and theoretical works designed to help us situate Spanish poetry in the context of contemporary European aesthetics, such as symbolism and the avant-garde movements.

[SPANL 498 Mallarmé in Latin America @
4 credits. Not offered 1993-94.]

SPANL 639-640 Special Topics in Hispanic Literature
639, fall; 640, spring. 4 credits each term.
Staff.

SPANL 642 Libro de Buen Amor and Celestina #
Fall. 4 credits.

M 2:30-4:25. C. Arroyo.
Reading of the texts and discussion of problems from the philological, the aesthetic, and the human point of view.

[SPANL 667 Seminar in Golden Age Literature: Golden Age Poetry and Poetics #
4 credits. Not offered 1993-94.]

[SPANL 669 Mystics and Moralists (also Spanish 469) #
4 credits. Not offered 1993-94.]

[SPANL 686 Seminar in Nineteenth-Century Spanish Literature #
4 credits. Not offered 1993-94.]

[SPANL 690 Hispanic Feminisms (also Women's Studies 692)
4 credits. Not offered 1993-94.]

[SPANL 693 Freud in Latin America (also Comparative Literature 697) @
4 credits. Not offered 1993-94.]

[SPANL 694 Seminar in Modern Spanish Literature: Hispanic Metafiction
4 credits. Not offered 1993-94.]

SPANL 695 Postmodern Spanish American Fiction @
Spring. 4 credits. Prerequisite: permission of instructor. Conducted in Spanish.

W 2:30-4:25. J. Tittler.
Within the context of diverse theories on the modern and the postmodern in Western literature and culture, the seminar will set in dialogue the works of such contemporary authors as García Márquez, Fuentes, Cortázar,

Donoso, and Arenas. We shall be investigating the relation between the postmodern condition and such phenomena as the avant-garde, the neobaroque, the postboom, and popular culture, to name a few.

[SPANL 697 Hispanic Poetry and The Visual Arts
4 credits. Not offered 1993-94.]

RUMANIAN

See Department of Modern Languages and Linguistics—Romanian.

RUSSIAN

E. W. Browne, P. Carden (director of undergraduate studies [literature], 235 Goldwin Smith Hall, 255-8350), G. Gibian, R. L. Leed, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro

The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 101-102, 201-202, and 203-204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 102 or the equivalent. Students who elect to major in Russian should consult both Professor Carden and Professor Leed as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301-302 or 303-304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit toward the 12 courses of Russian literature in the original language required for the major.

Study Abroad

Cornell Abroad has opened a program at the Russian Theatre Academy in Moscow for Cornell students to study the Russian language and selected topics connected with Russian culture. Further information is available from the Cornell Abroad office, 474 Uris Hall.

Cornell is an affiliated institution in the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Wayles Browne.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

Freshman writing seminar requirement. The following courses will satisfy the freshman writing seminar requirement: Russian 103, 104, 105, 108, and 109.

Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

Russian Literature

P. Carden (director of undergraduate studies, 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro.

The Department of Russian Literature offers a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc. Students interested in majoring in Russian are strongly urged to take Russian 101-102 as soon as possible, preferably in their first year, or by their second at the latest. Russian 203-204, offered by the Department of Modern Languages and Linguistics, and Russian 201-202, offered by the Department of Russian Literature, complete basic language instruction and introduce students to literature. A further sequence of literature courses in Russian follows Russian 202.

For further information about courses and majors, see Modern Languages and Linguistics.

RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature

Fall or spring. 3 credits.

Fall: M W F 10:10 or 11:15. Spring: M W F 11:15. Staff.

Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whether Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West for a model in its development. We will be reading such Russian authors as Turgenev, Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument. All reading is in English translation.

RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces

Fall or spring. 3 credits.

Fall: M W F 9:05 or T R 10:10-11:25. P. Carden and staff. Spring: T R 10:10-11:25 or M W F 12:20. N. Pollak and staff.
This course will introduce students to a broad selection of the major works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the

distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All reading is in English translation.

RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces

Fall or spring. 3 credits.

Fall or spring: M W F 2:30. Staff.

Russian literature in the twentieth century has endured many ups and downs. At times it has produced great masterpieces of modern art. At times it has been forced into the dry mode of "socialist realism," in which it had to voice the ideas forced upon it by a totalitarian government. Russian authors have been glorified as the voice of the nation, and they have also perished in concentration camps in the far north of Siberia. In this course we will read a representative selection of these authors, including those who took the path of art, those who bent to the "social command," and those who assumed a politically dissident stance. Among the authors read will be Babel, Pasternak, Olesha, and Solzhenitsyn. All reading is in English translation.

[RUSSL 108 Freshman Writing Seminar: 100 Years of Russian Fiction (1830-1930)]

Fall. 3 credits. Not offered 1993-94.

M W F 10:10. N. Pollak.

What is the "truth" of the work of fiction? Native responses to Russian literature in the nineteenth and twentieth centuries have included two apparently antithetical—and passionately proclaimed—responses to this question. According to one view, that truth lies in the ideal content of the work, its fidelity to "objective" reality, and its social relevance. According to the other view, which arose in part as a response and counterweight to the first, the truth is inseparable from the stylistic aspects of the work. In reading short fiction by such writers as Pushkin, Gogol, Tolstoy, Chekhov, and Babel, we will attempt to examine the ways each of them asserts his conception of the truth—and the ways these approaches must overlap in the determination of the complex truth that is the work of art.]

RUSSL 109 Freshman Writing Seminar: Russian Science Fiction

Spring. 3 credits.

M W F 9:05. P. Burge.

This course will explore the rich and prophetic tradition of science fiction in Russian literature. Beginning with Dostoevsky's "Legend of the Grand Inquisitor," Russian authors used fictional discourse to probe questions of social organization and human destiny. Zamiatin's *We* prefigured twentieth-century anti-utopias like Orwell's *1984* and Huxley's *Brave New World*. Other authors as various as Bogdanov, Chernyshevsky, and Bulgakov proposed alternative societies. Modern writers like the Strugatsky brothers investigate the effects of technology on society. We will identify and analyze the distinctive themes of Russian science fiction from the mid-nineteenth century to the present, and investigate the literary methods each author uses when writing in the genre. Attention will be paid also to the historical, social, and political situations in which the works were produced.

RUSSL 201-202 Readings in Russian Literature #

201, fall; 202, spring. 3 credits each term.

Prerequisites: qualification in Russian; 201 is prerequisite to 202. Open to freshmen.

Fall: M W F 12:20. N. Pollak. Spring:

M W F 1:25. N. Pollak.

These courses are designed as the initial courses students take after qualification in Russian and are conducted mainly in Russian. Considerable guidance is provided, however, and there is no presumption of fluency. The goals of the courses are to introduce students to Russian literature in the original, to sample differing literary styles, and to accomplish both with minimal recourse to English in class. Several short papers in Russian and English will be assigned. Readings from nineteenth- and twentieth-century masters of prose and verse such as Pushkin, Lermontov, Tiutchev, Tolstoy, Chekhov, Babel, and Zoshchenko.

[RUSSL 207 Themes from Russian Culture #

Spring. 3 credits. Not offered 1993-94.

M W F 1:25-2:15. G. Shapiro.

This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). It includes within its scope various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginnings through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

[RUSSL 208 Themes from Russian Culture II

Spring. 3 credits. Not offered 1993-94.

M W F 1:25. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). It includes various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought over the last two hundred years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

[RUSSL 314 Intellectual Background of Russian Literature, 1825-1930 #

Not offered 1993-94.]

RUSSL 331 Introduction to Russian Poetry #

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students.

T R 2:55-4:10. S. Senderovich.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 332 Russian Drama and Theatre

Fall. 4 credits. Not offered 1993-94.

T R 2:55-4:10. S. Senderovich.

Selected topics. Discussion of a number of the most representative Russian plays of the

nineteenth and twentieth centuries in chronological order. Introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater will be especially emphasized. Among the works we will be studying will be Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings will be in English translation. Additional assignments in critical literature will be made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry

Spring. 4 credits. Not offered 1993-94.

T R 11:40-12:55. N. Pollak.

Close readings of lyrics by major twentieth-century poets. All reading is in Russian. Geared towards undergraduates.]

[RUSSL 334 The Russian Short Story #

Spring. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1993-94.

T R 1:25-2:40. M. Scammell.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

[RUSSL 335 Gogol #

Spring. 4 credits. There may be a special section for students who read Russian; if they are Russian majors, they may count this course as one in the original language. Also open to graduate students. Not offered 1993-94.

M W 2:30-3:45. Staff.

Selected works of Gogol read closely and viewed in relation to his life and to the literature of his time. Readings in English translation.]

[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350) #

Spring. 4 credits. Not offered 1993-94.

T R 2:55-4:10. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasts who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.]

RUSSL 367 The Russian Novel (also Comparative Literature 367) #

Fall. 4 credits. Also open to graduate students. Special discussion section for students who read Russian.

T R 8:40-9:55. G. Gibian.

Sentimentalism, Romanticism, Realism, Modernism. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others. Readings in English translation.

[RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"]

Fall. 4 credits. Also open to graduate students. There will be a special section for students who read Russian. Not offered 1993-94.

T R 1:25-2:40. M. Scammell.

An introductory survey of Soviet literature, beginning with the revolutionary fervor of the twenties, continuing through the dark days of the thirties and the war years of the forties, and ending with an account of Khrushchev's "thaw," the rise of the dissident movement and the introduction of "glasnost." Writers and movements to be discussed include Mayakovsky and the Futurists; Zamyatin, Platonov and anti-utopian fiction; Gorky and Socialist Realism; Gulag literature; Pasternak; Solzhenitsyn and the dissidents; the meaning of "glasnost."

[RUSSL 369 Dostoevsky (also Comparative Literature 383)] #

Fall. 4 credits. Not offered 1993-94.]

[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also Comparative Literature 395)] #

Spring. 4 credits. Not offered 1993-94.

T R 1:25-2:40. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.]

[RUSSL 375 Literature of the Soviet Period, 1917-1945]

Fall. 4 credits. Prerequisite: permission of instructor. Also open to graduate students. Russian majors may do part or all of the reading in Russian by prior agreement with the instructor. Not offered 1993-94.

T R 11:40-12:55. M. Scammell.

A survey of the development of Russian literature during the second quarter of the twentieth century, with the emphasis on attempts to create a purely Soviet literature but also taking into account the achievements of non-Soviet writers, including émigrés and the so-called fellow travelers.]

[RUSSL 376 Literature of the Soviet Period, 1945-1985]

Spring. 4 credits. Prerequisite: permission of instructor. Also open to graduate students. Russian majors may do part or all of the reading in Russian by prior agreement with the instructor. Not offered 1993-94.

T R 11:40-12:55. M. Scammell.

A survey of the development of Soviet literature after World War II, including the thaw, the literature of the Gulag, the rise of the dissident movement, and the creation of the "third emigration."]

[RUSSL 377 Baltic Literature (also German Studies 377)]

Fall. 4 credits.

T R 11:40-12:55. I. Ezergailis.

Estonia, Latvia, and Lithuania have created a rich literary tradition since the beginning of a written indigenous culture in the nineteenth century. We will read texts from each of these literatures, selected for their quality, importance, and the availability of acceptable translations, representing, as much as possible, writers from the pre-Soviet independence period, those writing under Soviet rule, and émigrés.

[RUSSL 379 The Russian Connection (also Comparative Literature 379)] #

Spring. 4 credits. Not offered 1993-94.

T R 2:55-4:10. P. Carden.

Our topic will be the development of a poetics of introspection in European prose in the course of the 19th century, culminating in two major Russian novels: Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among other works we will read: Constant's *Adolphe*, Stendhal's *Charterhouse of Parma*, and several short works relevant to the theme.]

[RUSSL 380 Soviet Dissident Literature—Its Role in the Collapse of the USSR]

Fall. 4 credits. Not offered 1993-94.

T R 1:25-2:40. M. Scammell.

A study of the dissident movement 1963-83. Defining the varieties of dissidence: literary, cultural, religious, and political. Literature as a social force as seen in the works of Pasternak, Solzhenitsyn, Sinyavsky-Tertz, Voinovich, Zinoviev. The role of the third emigration in forcing change. The course is intended for students of government as well as of Russian and Soviet literature.]

[RUSSL 384 Dialogue in/as Text (also Comparative Literature 384)]

Spring. 4 credits.

M W F 10:10. P. Carden.

An examination of the principle of dialogue and dialogism as it appears in fictional discourse. Using the theories of Mikhail Bakhtin as a point of departure, we will examine the use of dialogue as a form of discourse beginning with Plato's *Phaedrus*. Dostoevsky's novels *Notes from Underground*, *The Possessed*, and *Brothers Karamazov* will be discussed as dialogic, or polyphonic forms of discourse. Finally, we will discuss selected works of Gide, Sartre and Camus, who acknowledged their debt to Dostoevsky, to see if they are indeed polyphonic in structure.

[RUSSL 385 Reading Nabokov (also Comparative Literature 385 and English 379)]

Spring. 4 credits. Not offered 1993-94.

M W F 2:30. G. Shapiro.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on his two splendid achievements as a Russian writer, *Invitation to a Beheading* (1935-36) and *The Gift* (1937-38) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation to a Beheading* (1957). Course enrollment will be limited to 25.]

[RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)]

Spring. 4 credits. Not offered 1993-94.

M W F 9:05. G. Gibian.

From the French Revolution to the present. Problems of relations between politics and the writer. Literary representations of conflict between political ideologies (ideas of revolution, justice, nationalism) and private needs (art, nature, love, order). Marx, Flaubert, Dostoevsky, Conrad, Trotsky, Lenin, V. S. Naipaul, Richard Wright, Solzhenitsyn, Kundera, and others. Some poetry will also be included.]

[RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)]

Fall. 4 credits.

T R 1:25-2:40. G. Gibian.

The course will study developments in literature (and to some extent in other areas of culture) in Hungary, Poland, Slovakia, the Czech Republic, Croatia, and Serbia in the most recent periods. We shall focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required. The reading will be done in English translation.

[RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)]

Fall. 4 credits. Not offered 1993-94.

T R 2:55-4:10. G. Gibian and others.

The course will deal with various aspects of the general subject of national identity and feeling. In addition to studying the political phenomenon of nationalism, we will also study the roles played by national awareness in the perception of one's identity, the self-images of national character, stereotypes of national and ethnic qualities, and the relation between a sense of belonging to a nation and various other groups. Case studies of several nations and ethnic groups. There will be guest lecturers.]

[RUSSL 393 Honors Essay Tutorial]

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

Hours to be arranged. Staff.

[RUSSL 400 Reading the Great Tradition #]

Spring. 4 credits. Prerequisite: Russian 202 or equivalent. Recommended: a course at the 300 or 400 level in which reading has been done in Russian. This course may be counted toward the 12 credits of Russian literature in the original language required for the Russian major. Not offered 1993-94.

T R 11:40-12:55. S. Senderovich.

The course is designed to improve the reading facility of advanced undergraduates and beginning graduate students who will read their first novel in Russian, while paying close attention to stylistic qualities.]

[RUSSL 409 Russian Stylistics]

Fall. 4 credits. Also open to graduate students. Prerequisite: three years of Russian. Not offered 1993-94.

T R 1:25-2:40. S. Senderovich.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.]

[RUSSL 415 Postsymbolist Russian Poetry]

Spring. 4 credits. Open to graduate students. Prerequisite: permission of instructor. Not offered 1993-94.

M W 2:30-4. N. Pollak.

We will examine works by three poets in the first quarter of this century: Innokentij Annenskij, the Symbolist whom the Acmeists considered their mentor; Osip Mandelstam, a founding Acmeist; and Boris Pasternak, associated, at least for a time, with the Futurists. Through close readings of their verse, and also critical prose and manifestos, we will attempt to determine some of the general features that link poets of such diverse orientations in the years following the crisis of Symbolism. We will also outline the features that distinguish them as representative of their respective movements.]

RUSSL 423 Russian Formalism (also Comparative Literature 423)

Fall. 4 credits.

M W F 1:25. N. Pollak.

This is a course on Russian Formalism, a trend in literary interpretation that flourished in the 1910s and the first part of the 1920s. We will read the writings of such scholars as Tynianov, Eikhenbaum, Shklovsky, and Jakobson, as well as the works they studied. The course provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism—and in other disciplines, such as linguistics and anthropology. The course also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. No knowledge of Russian is required.

[RUSSL 431 Contemporary Russian Prose]

Spring. 4 credits. Prerequisites: Russian 301–302 or 303–304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 1993–94.

T R 11:40–12:55. M. Scammell.

This course is designed to acquaint students with the way Russian prose has developed during the past forty years. Although the emphasis will be on comprehension of the text, we will also discuss literary methods, modern literary history, social and political problems, and the ways in which life in the Soviet Union is reflected in its literature. Authors to be read include Viktor Nekrasov, Yuri Kazakov, Alexander Solzhenitsyn, Varlam Shalamov, Abram Tertz (Andrei Sinyavsky), Vasilii Axyonov, and Tatyana Tolstaya. This course is specifically intended for third- and fourth-year Russian majors.]

[RUSSL 432 Pushkin #]

Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1993–94.

T R 11:40–12:55. G. Gibian.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.]

RUSSL 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

RUSSL 492 Supervised Reading in Russian Literature

Fall or spring. 1–4 credits each term.

Hours to be arranged. Staff.

RUSSL 499 The Avant-Garde in Russian Literature and the Arts

Spring. 4 credits. Open to any student who has completed Russ L 202. May be used in satisfaction of the twelve hours of reading in Russian required for the Russian major.

T R 1:25–2:40. P. Carden.

In this course we will examine closely representative short texts in Russian by such leading figures of the Russian avant-garde as Blok, Belyi, Remizov, Mayakovsky, Khlebnikov, Kruchenykh, and Babel. We will also examine related developments in theater, film, and the visual arts.

Graduate Seminars

[RUSSL 600 Proseminar: Research Methodology in Russian Literature]

Fall. 4 credits. Not offered 1993–94.

W 3:45–5:45. P. Carden.

This course is intended for graduate students beyond the first-year level who want a more advanced training in research methodology. Among the topics to be covered are the research library, its resources and obstacles; bibliography of Russian literature and culture; Russian archives, what they contain and how to use them; finding and evaluating information; reading criticism analytically; evaluating different editions of an author's works; editing and revising a paper to meet professional standards of cogency and format. Each student should be working concurrently on a paper, which might be an upgrading of a seminar paper, a draft of the master's essay, or a chapter of the dissertation.]

[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose]

Spring. 4 credits. Not offered 1993–94.

T R 2:55–4:10. G. Gibian.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.]

RUSSL 611 Supervised Reading and Research

Fall or spring. 2–4 credits. Prerequisite: permission of the department.

Hours to be arranged. Staff.

[RUSSL 615 Postsymbolist Russian Poetry]

Not offered 1993–94.

For description see Russian 415.]

[RUSSL 617–618 Russian Stylistics I and II]

Not offered 1993–94.]

[RUSSL 619 Seventeenth-Century Russian Literature]

Fall. 4 credits. Not offered 1993–94.

W 3:35–5:35. G. Shapiro.

Seventeenth-century Russian literature is often studied together with Medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In scholarship the seventeenth century is referred to as the Age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts,

genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.]

[RUSSL 620 Twentieth-Century Russian Poetry]

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Not offered 1993–94.

W 3:35–5:35. N. Pollak.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.]

[RUSSL 621 Old Russian Literature]

Fall. 4 credits. Not offered 1993–94.

T 4:15–6:15. S. Senderovich.

A survey.]

[RUSSL 622 Eighteenth-Century Literature]

Spring. 4 credits. Not offered 1993–94.

T 4:15–6:15. S. Senderovich.

Introduction to the first century of modern Russian literature. Cultural identity of the age: Baroque, Neo-Classicism, Enlightenment, Sentimentalism. Reading of representative texts of the major writers of the century: Trediakovsky, Lomonosov, Sumarokov, Novikov, Karamzin, etc. Main connections with nineteenth-century literature: roots, evolution, intertextuality.]

[RUSSL 623 Early Nineteenth-Century Literature]

Not offered 1993–94.]

[RUSSL 624 Russian Romanticism]

Fall. 4 credits. Taught in Russian. Not offered 1993–94.

R 4:15–6:15. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism. The Age of Romanticism encompasses the first four decades of the nineteenth century. Zhukovsky, Batiushkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions to the texts of the golden age and cannot be properly understood without it.]

RUSSL 625 Russian Realism

Fall. 4 credits. Also open to advanced undergraduates with permission of instructor.

W 3:35–5:35. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of several important theorists, in particular those of Lydia Ginzburg.

[RUSSL 626 The Tradition of Russian Poetry]

Spring. 4 credits. Not offered 1993–94.

F 2:30–4:30. N. Pollak.

This course will examine a selection of poems that have been particularly important for the tradition of Russian literature in the nineteenth

and twentieth centuries. Our focus will include critical and literary responses to these poems as well as close readings.]

[RUSSL 630 Gogol]

Spring. 4 credits. Taught in Russian. Not offered 1993-94.

W 4:15-6:15. G. Shapiro.

Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.]

[RUSSL 635 Russian Literary Criticism of the Twentieth Century (also Comparative Literature 635)]

Spring. 4 credits. Not offered 1993-94.

W 3:35-5:35. P. Carden.

A survey of twentieth-century Russian contributions to critical theory and practice. Texts by the symbolists, the formalists, the school of Bakhtin, the folklorists, and the structuralists will be read and analyzed. A reading knowledge of Russian is desirable, although alternative readings in English translation can be arranged for otherwise qualified students.]

[RUSSL 650 Russian Intellectual History]

Spring. 4 credits. Not offered 1993-94.

R 4:15-6:15. S. Senderovich.

Nineteenth- and twentieth-century selected topics. Taught mostly in English.]

[RUSSL 669 Seminar: Dostoevsky]

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1993-94.

R 4:15-6:15. G. Gibian.

Study of representative works from various periods of Dostoevsky's life, from *Poor Folk* and *The Double* to *The Brothers Karamazov*, including some articles, speeches, and parts of *The Diary of a Writer* against the context of nineteenth-century Western European and Russian literature. A variety of critical and scholarly approaches (from Russian formalists to 1980s Western scholars) will be sampled and evaluated.]

[RUSSL 671 Seminar in Nineteenth-Century Russian Literature]

Fall and spring. 4 credits.

Fall: F 2:30-4:30. Topic: Chekhov. S. Senderovich. Spring: T 4:15-6:15. Topic: Tyutchev, Ostrovsky, Grigoriev, Rozanov. G. Gibian.

[RUSSL 672 Seminar in Twentieth-Century Russian Literature]

Fall. 4 credits. Open to advanced undergraduates. Not offered 1993-94.

M 4:30-6:30. N. Pollak.]

[RUSSL 673 The Russian Nabokov]

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1993-94.

R 4:15-6:15. M. Scammell.

Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but

all the works discussed also exist in English translation.]

[RUSSL 674 Solzhenitsyn and the Literature of the Gulag]

Fall. 4 credits. Not offered 1993-94.

T 4:15. M. Scammell.]

[RUSSL 675 Russian Literature, 1917-1945]

Fall. 4 credits. Not offered 1993-94.

F 2:30-4:30. G. Shapiro.

This semester will focus on the achievements of Russian prose between the two World Wars. Among the authors whose works will be closely read and discussed, there are Babel, Olesha, Zoshchenko, Ilf and Petrov, Bulgakov, and Nabokov.]

[RUSSL 676 Russian Literature, 1945-Present]

Spring. 4 credits. Not offered 1993-94.

R 4:15-6:15 p.m. G. Gibian.]

[RUSSL 698 Russian Symbolism]

Fall. 4 credits. Also open to qualified undergraduates with permission of instructor. Not offered 1993-94.

W 3:35-5:35. P. Carden.

Around 1886 the trends in French culture represented by Baudelaire and Mallarmé crystallized into a new cultural movement, called in some of its aspects the Decadence and in others Symbolism. The new sentiments about the nature of art spread throughout Europe, drawing in England, the Scandinavian countries, Germany, and Russia. The first stirrings of Symbolism were in the ascendant in Russian cultural life and it remained the dominant force until 1910. Our task will be to study the phenomenon of Symbolism as it touched the arts in Russia, including not only literature, but dance, theater, and the visual arts. Because Symbolism was a movement that cut across national boundaries, we will study the seminal works of European art that created the climate in which Russian Symbolism was conceived and came to maturity.]

[RUSSL 699 Russian Modernism]

Spring. 4 credits. Also open to qualified undergraduates with permission of instructor. Not offered 1993-94.

W 3:35-5:35. P. Carden.

We will be investigating the rich and innovative period of the avant-garde in Russia from 1910 to 1925. In addition to examining outstanding works in a variety of forms, we will look at the movements, social context, and ties to the European avant-garde. Among the writers whose works we will examine are Blok, Bely, Mayakovsky, Khlebnikov, Pilnyak and Babel. We will examine theater through the Futurist performance piece, "Victory Over the Sun," through Meyerhold's productions of Mayakovsky's plays and other experimental pieces, and through mass spectacles. We will discuss the film theories of Eisenstein and Dziga Vertov and see several of their films. In the visual arts we will be examining the experiments of Larionov and Goncharova, Malevich, Kandinsky, and Tatlin. We will also look at the photomontage of Rodchenko.]

[RUSSL 701 Proseminar: Methods in Research and Criticism]

Not offered 1993-94.]

SANSKRIT

See Department of Modern Languages and Linguistics.

SERBO-CROATIAN

See Department of Modern Languages and Linguistics.

SLAVIC AND EAST EUROPEAN STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

SCIENCE AND TECHNOLOGY STUDIES

(History, Philosophy, Sociology, and Politics of Science and Technology)

S. Jasanoff, chair, D. Allchin, R. N. Boyd, S. M. Brown Jr., emeritus, P. R. Dear, M. Dennis, H. Gottweis, J. P. Jarrett, R. Kline, B. V. Lewenstein, W. R. Lynn, R. W. Miller, T. J. Pinch, A. G. Power, M. W. Rossiter, P. J. Taylor, L. P. Williams. Adjunct faculty: S. R. Barley, J. J. Brumberg, J. F. MacDonald, W. B. Provine, J. V. Reppy, Z. Warhaft

Science and technology profoundly affect our lives, often in ways we scarcely understand or perceive. The study of their historical formation, their conceptual structure and social organization, and their political and policy implications can yield important insights into the nature of the modern world.

Whether one looks at the history of quantum mechanics, the philosophy of evolution, the sociology of laboratory experiments, or the policy options for environmental protection, one learns about science and society by engaging in the study of both. None of the different dimensions of science and technology makes sense on its own; their integration is increasingly necessary in the worlds of research as well as teaching. The Department of Science and Technology Studies provides a focus for such work at Cornell.

The department administers two majors. The major in Science and Technology Studies aims to further students' understanding of the social and cultural meaning of science and technology and their ability to participate meaningfully in policy debates. Students may focus on the historical, philosophical, sociological, or political aspects of science and technology, within an overall plan aimed at providing a full appreciation of the place of science and technology in society. Students in the sciences or engineering also have the option of taking Science and Technology Studies as a minor or double major. Information may be obtained from the Biology and Society office, 275 Clark Hall, 255-6042.

The Biology and Society major is designed for students who desire strong training in biology and who also wish to acquire a background in the social, political, and ethical dimensions of the biological sciences. The undergraduate curriculum in biology and society is a major in the College of Arts and Sciences and in the

College of Human Ecology. It is also offered as an optional curriculum for undergraduates entering the General Studies Program of the New York State College of Agriculture and Life Sciences. A full description of the Biology and Society major may be found in the section on Special Programs and Interdisciplinary Studies. Information and application materials may be obtained from the Biology and Society office, 275 Clark Hall (255-6042).

The Science and Technology Studies Major

Prerequisites: Students intending to major in Science and Technology Studies will be required to complete the following courses before declaration of the major: i) two introductory courses such as Science and Technology Studies 151-152 (Introduction to Western Civilization) (also History 151-152), Philosophy 211 (Ancient Philosophy), or Philosophy 212 (Modern Philosophy), or more advanced courses approved by the student's adviser; ii) the science requirement of the College of Arts and Sciences; iii) mathematics or computer science courses in fulfillment of the Group Four distribution requirement.

Core Courses: Science and Technology Studies majors will be required to take:

- (i) either Science and Technology Studies 250 (Technology in Western Society) or Science and Technology Studies 282 (Science in Western Civilization); and
- (ii) either Science and Technology Studies 381 (Philosophy of Science: Knowledge and Objectivity) or Science and Technology 389 (Philosophy of Science: Evidence and Explanation); and
- (iii) either Science and Technology Studies 390 (also Government 309) or Science and Technology Studies 415 (Politics of Technical Decisions) or Science and Technology Studies 442 (Sociology of Science).

Other Science and Technology Studies Courses: Science and Technology Studies majors will be required to complete at least 21 credit hours of additional courses in Science and Technology Studies, subject to the following restrictions:

- (i) **Breadth requirement:** At least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
- (ii) **Depth requirement:** At least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.

Additional Science Requirement: In addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the students' major advisers.

Course Offerings

History
Philosophy
Social Studies of Science
Independent Study

History

S&TS 151 Introduction to Western Civilization to A.D. 1600 (also History 151)

Fall. 4 credits.

T R 10:10-11:25, plus one disc section per week. B. Strauss.

History 151 deals with the political, social, economic, cultural, and intellectual development of Europe and the Ancient Middle East from the dawn of civilization to the Renaissance. Readings are selected from original sources (in translation) and accounts by modern historians.

S&TS 152 Introduction to Western Civilization (1600 to the present) (also History 152)

Spring. 4 credits.

T R 8:40-10:00; disc to be arranged. Staff.

The course deals with the development of ideas and institutions of the modern world: The rise of modern science, the evolution of the modern state, and the increasing complexity of social and economic relationships brought about by the technological innovation are among the major subjects examined. Students will read both original texts and selections from the works of modern historians. Historical novels are used to provide vivid reconstructions of the past. The Merrill Fellows will be available to students for consultation as well as instruction.

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits.

M W F 12:20-1:10. M. W. Rossiter.

This course will survey the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

S&TS 250 Technology in Western Society (also Engineering 250 and Electrical Engineering 250)

Fall. 3 credits.

M W F 10:10-11:00. R. Kline.

An examination of the history of technology in Western society from ancient Egypt to the present, focusing on Western Europe up to the British industrial revolution in the late eighteenth century, and on the United States thereafter. Topics include the economic and social aspects of industrialization; the myths of heroic inventors such as Morse, Edison, and Ford; the government's promotion and regulation of technology through such measures as the patent system, the funding of research and development, and regulatory legislation; the origins of modern systems of mass production; and the spread of the automobile and microelectronics cultures in the United States.

S&TS 281 Science in Western Civilization (also History 281)

Fall. 4 credits. S&TS 281 is not a prerequisite to 282.

T R 11:40-12:55 plus disc to be arranged. M. A. Dennis.

These courses aim to make comprehensible, both to science majors and to students of the humanities, the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage; 282 covers the eighteenth, nineteenth, and early twentieth centuries.

S&TS 282 Science in Western Civilization (also History 282)

Spring. 4 credits.

L. P. Williams.

This course deals with the development of modern science since the scientific revolution of the seventeenth century. The evolution of physics, chemistry, biology and medicine will be traced through the eighteenth and nineteenth centuries in a non-technical fashion. Attention will be paid to the social, political, and economic backgrounds. Readings will be from both original scientific papers and modern histories of these sciences. There will be two preliminary and a final examination.

S&TS 287 Evolution (also Biological Sciences 207 and History 287)

Fall. 3 credits.

T R 10:10-11, plus disc. W. B. Provine.

Evolution is the most central concept in biology. This course examines evolution in historical and cultural context. Aims of the course include understanding of the major issues in the history and current status of evolutionary biology, and exploration of the implications of evolution for culture. Issues range from controversies over mechanisms of evolution in natural populations to the conflict between creationists and evolutionists.

[S&TS 288 History of Biology (also Biological Sciences 202, Biology and Society 288, and History 288)]

Spring. 3 credits. Prerequisite: one year of introductory biology. Not offered 1993-94.

W. B. Provine.

An examination of the history of biology, emphasizing the interaction of biology and culture. Original writings of biologists constitute the bulk of reading assignments. This course covers the period from Classical antiquity to the present, but primary emphasis is on twentieth-century biology.]

S&TS 292 The Electrical and Electronic Revolutions (also Electrical Engineering 292 and Engineering 292)

Spring. 3 credits.

R. Kline.

The course investigates the history of electricity in society from 1830 to the present by considering the technical and social history

of telecommunications, the electric power industry, microelectronics, radio, television, and computers. Emphasis is placed on the changing relationship between science and technology, the institutional context of research and development, the economic aspects of innovation, and the social relations of this technology.

S&TS 433 Comparative History of Science

Spring. 4 credits.

M. W. Rossiter.

A survey of the major scientific institutions in foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.

S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)

Spring. 4 credits. Open to sophomores.

M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.

[S&TS 447-448 Seminar in the History of Biology (also Biology and Society 401-402 and History 447-448)]

4 credits. Not offered 1993-94.

W. Provine.]

S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)

Spring. 4 credits. No prerequisites.

P. R. Dear, B. Lewenstein.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports during the semester and a final term paper.

S&TS 478 The Art of Scientific Biography

Spring. 4 credits. Intended for seniors and graduate students.

L. Pearce Williams.

[S&TS 482 The Origins of Modern Science 1500-1700 (also History 482)]

Spring. 4 credits. Not offered 1993-94.

P. R. Dear.]

[S&TS 487 Science, Technology, and Strategy in the Post-Napoleonic World (also History 487)]

Spring. 4 credits. Not offered 1993-94.

L. P. Williams.]

S&TS 488 The Golden Age of French Sciences: 1789-1830 (also History 488)

Spring. 4 credits.

L. P. Williams.

In 1789, Antoine Laurent Lavoisier published his great *Elementary Treatise on Chemistry*, which created modern chemistry. In 1827, Pierre Simon de Laplace died. In between, such great French scientists as Lamarck, Cuvier, Ampere, Poisson, Biot, Bichat, Cabanis, and Pinel did their most important work. This seminar will deal with their original texts.

S&TS 525 Seminar in the History of Technology

Fall. 4 credits.

R 2:30-4:30. R. R. Kline.

Exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field will be considered in selecting the topics for the seminar.

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also History 680)]

Fall. 4 credits. Not offered 1993-94.

T 2:30-4:30. P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

[S&TS 682 Seminar in the History of Nineteenth-Century Physical Science (also History 681)]

Fall. 4 credits. Not offered 1993-94.

L. P. Williams.]

S&TS 687 Seminar in the History of Agricultural Sciences

Fall. 4 credits. Permission of instructor required.

Hours to be arranged. M. W. Rossiter. Weekly readings and a research paper.

[S&TS 781 Advanced Seminar in the History of Nineteenth-Century Physical Science (also History 781)]

Fall and spring. 4 credits each term.

Prerequisite: permission of instructor. Not offered 1993-94.

L. P. Williams.]

Philosophy

S&TS 286 Science and Human Nature (also Philosophy 286)

Fall. 4 credits.

M W F 11:15-12:05, plus disc. R. N. Boyd, K. Jones.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topics vary, and may include issues in psychology, such as behaviorism, Freudianism, and artificial intelligence, or issues in the foundations of historical theory, such as methodological individualism and economic determinism, as well as relevant issues in the biological sciences.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also Philosophy 381)

Fall. 4 credits.

W 7:30-10 p.m., plus discussion.

R. N. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions. In addition to the contemporary literature in the philosophy of science, readings are also drawn from the history of science and from the works of classical modern philosophers such as Locke, Hume, and Descartes.

S&TS 384 Philosophy of Physics (also Philosophy 384)

Fall. 4 credits.

M W F 10:10-11:00. J. P. Jarrett.

An introduction to issues arising in a philosophical examination of modern physical science. Relevant aspects of classical statistical mechanics, relativity theory, and quantum mechanics will be considered in connection with such topics as microphysical indeterminateness, probabilistic laws, causality, the direction of time, action-at-a-distance, and scientific explanation.

[S&TS 389 Philosophy of Science: Evidence and Explanation (also Philosophy 389)]

Spring. 4 credits. Not offered 1993-94.

R. W. Miller.]

S&TS 471 Science Reliability and Authority

Fall. 4 credits.

W 1:25-4:25. D. Allchin.

We discuss the nature of scientific knowledge, using various logical, historical, cognitive, political, and ethnographic perspectives, along with Marxist and feminist critiques. We address such questions as: What ensures the quality of scientific knowledge? What motivates scientists, how do they make decisions, and how does this affect the reliability of their claims? What is the basis for intellectual authority? Can objectivity emerge from personal interests? Does science progress?

S&TS 472 Biology and Philosophy

Spring. 4 credits.

D. Allchin.

We discuss how biological studies enrich our understanding of the philosophical foundations of knowledge and values. We examine the central concerns of epistemology, ethics, and aesthetics from a scientific perspective, turning at times to cognitive science, evolutionary theory, anthropology, and the history of science.

S&TS 481 Problems in the Philosophy of Science (also Philosophy 481)

Spring. 4 credits.

J. P. Jarrett.

A study of the logical and conceptual structure of quantum mechanics. Topics to be discussed include Heisenberg's Principle, complementarity and the Copenhagen Interpretation, quantum logic, the measurement problem, the "paradoxes" (Schrödinger's cat, Wigner's friend, the EPR argument), Bell's Theorem, and the Everett-Wheeler ("many worlds") Interpretation. Some previous training in physics or mathematics is recommended, but no specialized background will be presupposed. The course will attempt to

provide a philosophically responsible account of the structure of quantum mechanics in a way that fosters insight into the reasons certain aspects of the theory remain controversial.

[S&TS 661 Reason, Truth, and Science (also Philosophy 661)]

Spring. 4 credits. Not offered 1993-94.

R. Miller.

This seminar will discuss recent work on truth, rationality, and objectivity, including the work of Hilary Putnam. We will look at some leading current discussions of what makes a belief rational, what determines its content, what is involved in asserting its truth, and the implications of each of these questions for our access to mind-independent facts. These investigations will include current responses to scientific realism, especially recent efforts to reject both realism and anti-realism as these positions are standardly conceived. (Open to advanced undergraduates.)

Social Studies of Science

S&TS 114 FWS: Ecology and Social Change (also Biology and Society 114)

Fall. 3 credits.

T R 1:25-2:40. P. Taylor.

The central question of this seminar is: What ecological and social principles can guide our interventions within nature? We examine fundamental ecological ideas such as food chains and webs, ecosystem, feedback, stability and disturbance, and we consider the ways they have been drawn into discussions of social-environmental issues related to desertification, famines, rainforest destruction, global warming, economic growth, colonialism, and so on. Through a structured sequence of written assignments, students are encouraged to work the ideas into their own thinking. Readings include pieces by Wolf, Carson, Odum, Glantz, Cronon, Williams, Watts, Hecht and Cockburn, and Pearce.

S&TS 118 Competing Rationalities: Scientific Ideas of Nature, Culture, Gender, and Race (also Biology and Society 118) (pending EPC approval)

Spring. 3 credits.

K. Philip.

S&TS 119 FWS: The History and Politics of Scientific Method

Fall. 3 credits.

T R 1:25-2:40. W. Lynch.

S&TS 123 FWS: Biology on Women and Women in Biology (also Biology and Society 123 and Women's Studies 123)

Spring. 3 credits.

N. Weidman.

This course will examine how biology has treated the subject of gender, and how this treatment has influenced the way women do biology. In the first part of the course we will ask: how has the image of woman changed in the course of nineteenth- and twentieth-century biology? What have been the changing fortunes of the idea of difference between the sexes? How have they shaped or been shaped by women's changing political influence? In the second part of the course we will turn to the practice of biology by women and ask: how do (female and male) biologists' notions of gender differences influence the way women do biology? Do women biologists work differently from men? Is there such a thing as a feminist biology?

S&TS 167 FWS: Science in and out of Lab (also Biology and Society 167)

Fall. 3 credits.

T R 2:55-4:10. S. Allison.

How is a new science invented—where does its central problem and culture come from? What happens when a new way of looking goes out into the world in applied form? To explore these questions, we will look at the origins of molecular biology in physics and how it came to dominate modern biology. We will follow what some of the inventors of molecular biology did to create a new way of looking at living things and doing science which emphasized an organisms' DNA as the ultimate place to define life. They wanted the new science to be exciting, manly, and speculative. We will examine whether applied molecular biology—biotechnology—is different from "old-fashioned" plant breeding technologies. No special expertise in biology is required.

S&TS 181 Engineering in Context (also Engineering 181)

Fall. 3 credits. No prerequisites. Illustrated and multimedia laboratory.

T R 1:25-2:40. R. Kline and R. Lance.

A first course in fundamental engineering principles designed to introduce engineering and other majors to the traditions and practices of the engineering profession and their effect on our culture. (An engineering literacy course for non-engineers.) Development of scientific and engineering design principles in a variety of technological contexts. Overview of the development of engineering as a profession and the evolution of the design process. The relationship between science, technology, and engineering. Civil, mechanical, electrical, chemical, and other engineering project case studies. Information technologies and the implications and use of information technologies in society.

S&TS 324 Environment and Society (also Rural Sociology 324)

Fall. 3 credits.

M W F 1:25. M. J. Pfeffer

Explores various sociological approaches to the study of society and its physical environment and analyzes major contemporary environmental issues from a sociological viewpoint. Among the major topics treated are world population growth, energy and environmental policy, the world food crisis, the limits to growth debate, the impacts of technological and social change in agriculture on environmental quality, global warming, sustainable development, genetic resources conservation, and topical deforestation.

S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)

Fall. 4 credits.

T R 2:55-4:10. M. Dennis.

This course will explicate the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after

World War II, and the problems posed by the classification of technical knowledge. We will seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses.

S&TS 352 Science Writing for the Mass Media (also Communication 352)

Fall. 3 credits. Not open to freshmen.

Limited to 25 students. Prerequisite: one college writing course.

Lecs, M W F 9:05. B. V. Lewenstein.

How to cover science (including technology and medicine) for the mass media. Discussion topics include accuracy, simplicity, comprehensiveness, scientific literacy, risk communication, and the history and social structure of science. Weekly writing assignments focus on writing news and feature stories for newspapers and magazines, with excursions into newsletters, radio, TV, and other media.

S&TS 360 Ethical Issues in Engineering (also Engineering 360)

Spring. 3 credits. Open to juniors and seniors.

3 lecs. R. Kline.

A discussion of ethical issues encountered in engineering practice, such as the rights of engineers in corporations, responsibility for harmful actions, whistleblowing, conflicts of interest, and decision making based on cost-benefit analysis. Use of codes of ethics of professional engineering societies and ethical theory to help sort conflicting obligations the engineer may feel toward public safety, professional standards, employers, colleagues, and family. Students will present a case study to the class, along the lines of the Space Shuttle Challenger disaster, the Kansas City Hyatt-Regency Hotel walkway failure, or the Cornell computer "worm."

S&TS 390 Science in the American Polity, 1800-1960 (also Government 309)

Spring. 4 credits.

M. Dennis.

How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.

[S&TS 400 Components and Systems: Engineering in a Social Context (also Mechanical and Aerospace Engineering 400)]

Spring. 3 credits. Open to junior-level (and more advanced) students in the physical sciences and engineering areas. Offered alternate years. Next offered 1994-95.

Z. Warhaft.

This course will address, at a technical level, broader questions than are normally posed in the traditional engineering/physics curriculum. Through a series of case studies we will investigate the various interactions between the scientific, technical, political, economic, and social forces that are involved in the

development of engineering systems. A central theme will be to contrast the micro and macro aspects of engineering. Much technical education is involved with the components (gears, turbines, integrated circuits) rather than with the system as a whole (the aerospace plane, power stations, ballistic missile defense) and here we will show that new issues, even at the purely technical level, arise as components are built up into systems. Some dichotomies to be explored will be pure vs. applied science, non-military vs. military technology and independent vs. biased decision making and we will discuss how these have been blurred in recent years.]

S&TS 401 Biology and Society: The Social Construction of Life (also Biology and Society 301 and Biological Sciences 301)

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students. M W 2:30-4:25. P. J. Taylor.

Controversial issues, past and present, in the life sciences and tools for analysis of the social, historical, and conceptual underpinnings of these issues. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions, ecology and environmental change. Analytic themes include bias, metaphor, historical semantics, styles of explanation, determinism, causality, interest, social construction, and gender. Through discussions and writing assignments, students will develop analytic skills and their own responses to current issues.

S&TS 402 Investigative Research on the Social Impact of Science (also Biology and Society 300, Textiles and Apparel 301)

Spring. 4 credits. Prerequisite: one year of science and prior consultation with the instructors. Offered alternate years.

P. J. Taylor and P. Schwartz.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from each other's projects and discuss case studies and articles, with occasional guest speakers and films.

[S&TS 406 Biotechnology and Law (also Biology and Society 406)]

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading material. Not offered 1993-94.

S. Jasanoff.

Biotechnology, with myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

S&TS 407 Law, Science and Public Values (also Government 407 and Biology and Society 407)

Fall. 4 credits.

T R 1:25-2:40, plus disc. S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.

S&TS 412 The Politics of the Human Body

Spring. 3 credits.

H. Gottweis.

This course discusses the political character of scientific and technological interventions in the human body. We will examine the history of the control of sexuality and reproduction and then focus on the following intersections between politics, body, gender and technology: contraception, AIDS, in vitro fertilization, abortion, embryo research, prenatal screening, gene therapy, and birth technologies. Students will be encouraged to do small fieldwork projects based on interviews and written sources.

[S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541 and Government 468)]

Fall. 4 credits. Not offered 1993-94.

M. Dennis.

Political and social aspects of decision making in technical areas. Examines the historical origins and characteristics of "technical politics," the role of experts in government, and the problem of expertise in a democratic system. Explores the politics and social dimensions of artifacts and cultures as well as government.]

S&TS 425 Global and Domestic Dimensions of Science and Technology Policy (also Government 468)

Spring. 4 credits. Instructor permission for upper-level undergraduates.

H. Gottweis.

This course examines the global/domestic interface of contemporary science and technology policy. The development of science and technology is increasingly shaped by national as well as transnational forces, such as strategic alliances between companies and supranational institutions like the European Community. Furthermore, many scientific and technological projects, such as the damming of rivers in India or nuclear power generation in the United States, encounter social resistance on a regional level. Is a coherent national science and technology policy possible in this field of apparently centrifugal forces? What values and "philosophies" could guide a socially responsible science and technology policy in the post-cold war era? These questions will be at the center of the course. We will approach the normative questions by looking at the

evolution of science and technology policy in a comparative perspective covering the U.S., Japan, Europe, and various Third World countries.

S&TS 427 Politics of Environmental Protection in America (also Government 427)

Fall. 4 credits. Limited enrollment.

M W F 1:25-2:15. S. Jasanoff.

An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.

S&TS 431 Introduction to Science and Technology Policy (also Government 401)

Fall. 4 credits.

M W F 1:25-2:15. H. Gottweis.

Politicians, lobbyists, party strategists, social movements, and other political actors have an important influence on the development of science and technology. At the same time scientific discourse and technological opportunities exert significant impact on politics. The course focuses on this dynamic interrelationship between science, technology, and politics. It provides an introduction to various theoretical approaches and concepts in science and technology policy studies and their application to empirical research. Student research teams will conduct case studies in fields such as technology policy, energy policy, environmental policy, and health policy. Geographically the emphasis will be on the U.S., but case studies on Canada, Japan, Europe, and third World countries will also be included.

S&TS 442 The Sociology of Science (also City and Regional Planning 442 and Biology and Society 342)

Fall. 4 credits.

T R 10:10-11:25. T. J. Pinch.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, analysis of scientific text, gender and the social shaping of scientific knowledge.

S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)

4 credits. No prerequisites.

Spring. P. R. Dear, B. V. Lewenstein.

[S&TS 467 Innovation: Theory and Policy]

Spring. 4 credits. Open to upper-level undergraduates and any interested graduate students. Prerequisite: Economics 102 or permission of the instructor. Not offered 1993-94.

J. Reppy.

Innovation, that is (the introduction of new technology into practice) is a cause of economic growth and social change. In this course we will study the innovation process through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories will be

contrasted to the insights to be found in science and technology studies. The focus will be on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors to be covered include Schumpeter, Solow, Scherer, Nelson and Winters and Bijker and Pinch.]

S&TS 469 Food, Agriculture, and Society (also Biology and Society 469 and Biological Sciences 469)

Spring. 3 credits. Prerequisite: an introductory biology course required, an introductory ecology course recommended, or permission of instructor. Limited to 20 students.

A. G. Power.

A multidisciplinary course that deals with the social and environmental impact of food production in the United States and developing countries. Agroecosystems of various kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and alternative agricultural technologies are critically examined in the context of developed and developing economies. Specific topics include pest management, soil conservation, plant genetic resources, biotechnology, and sustainable development.

S&TS 483 The Military and New Technology (also Government 483)

Fall. 4 credits. Limited to 20 students.

T R 10:10–11:25. J. V. Reppy.

In conventional wisdom, military organizations are seen paradoxically both as inflexible institutions and as proponents and consumers of rapid technological change. In this seminar we will examine changes over time in the attitude of the military toward new technology and analyze competing explanations for these changes. Readings will include John Ellis, *The Social History of the Machine Gun*; and Donald MacKenzie, *Inventing Accuracy: An Historical Sociology of Nuclear Missile Guidance*.

S&TS 503 Professional Practice in Engineering (also Civil and Environmental Engineering 503)

Spring. 3 credits.

W. R. Lynn.

Financial, legal, regulatory, ethical, and business aspects of engineering practice are examined in detail. Students are expected to develop their understanding of the interrelationships among the physical, social, economic, and ethical constraints on engineering design.

S&TS 532 Inside Technology: The Social Construction of Technology

Spring. 4 credits.

T. J. Pinch.

Rather than analyze the social impact of technology upon society, in this course we will investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments will be illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.

S&TS 626 Workshop on Law, Science, and Technology (also Government 626)

Spring. 4 credits. Prerequisite: Gov 407/S&TS 407/B&Soc 407 or S&TS 442/CRP 442/B&Soc 342.

S. Jasanoff.

Legal proceedings provide a powerful mechanism for deconstructing, and to some extent reconstructing, a society's understanding about the nature and social role of expertise, the boundaries of science and technology, and the meaning or validity of scientific "facts." Using a combination of primary legal materials and theoretical studies in science and technology, this course will explore how varying scientific realities are constructed in legal forums and what impact these constructions have on the social relations of science and technology. The course will also consider the policy implications of conflicting legal and scientific approaches to the discovery and verification of scientific facts.

S&TS 631 Qualitative Research Methods for Studying Science

Spring. 4 credits.

T. J. Pinch.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we will look at the methods used in this new wave of science studies. We will examine what can be learned by interviewing scientists, from videos and from detailed examinations of scientific texts. Students will gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)

Fall. 4 credits. Instructor permission for upper-level undergraduates.

W 9:05–12:00. H. Gottweis.

Today genetic engineering is a standard technology used in many laboratories throughout the world. However, since its development, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships among science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology. We will discuss how modern society deals with high-risk/high-impact technologies and explore the question of the adequacy of the political-legal framework of contemporary "risk-society."

S&TS 660 Social Analysis of Ecological Change (also Biology and Society 460 and Rural Sociology 660)

Spring. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years.

P. J. Taylor.

Studies of ecological and social processes, together with their interpretation by historians, sociologists, and anthropologists. Topics include post-WWII cybernetics, systems ecology, the tragedy of the commons, the *Limits to Growth*, ecological degradation, political ecology, global models, conservation biology and climate change.

[S&TS 662 Science and Social Theory

Fall. 4 credits. Limited to 15 students. Not offered 1993–94. Next offered 1994–95.

P. J. Taylor.

Issues in social theory, or more broadly, social thought, raised by historical and contemporary studies of science and technology.]

[S&TS 666 Perspectives on Science Writing (also Communication 666)

Fall. 3 credits. Open to graduate students and advanced undergraduates (with permission) from all departments. Not offered 1993–94.

B. V. Lewenstein.

A graduate reading course that surveys the approaches that scholars have used to understand science communication, with special emphasis on scientific information intended for nonscientists. Among the perspectives are history, sociology, journalism, risk communication, agricultural communication, literature, and philosophy. To supplement the primary goals of the course, students may also learn basic techniques of science writing.]

S&TS 688 International Environmental Policy (also Government 687)

Spring. 4 credits.

S. Jasanoff.

This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to environmental issues. Analytically, the course attempts to define the distinctive characteristics of environmental policy and politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The scope of the course is therefore both cross-national and international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal and scientific institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.

S&TS 711 Introductory Seminar in Science and Technology Studies

Fall. 2 credits. S–U grades only. Incoming S&TS graduate students must take this course. F 10:10–12:05. T. Pinch.

This introductory course is designed for incoming graduate students and will run as a weekly seminar. It will serve as a forum for discussion of the main perspectives and approaches in S&TS as represented by current departmental faculty. Every week a different S&TS faculty member will introduce a discussion of one of their own pieces of writing. It is expected that all members of the seminar will have read the piece beforehand. One faculty member will be appointed to coordinate the seminar. Other interested faculty and graduate students are encouraged to attend. The seminar will be pass/fail only for two credits. A pass will be awarded to

students who satisfactorily attend and participate in the seminar.

S&TS 721 Sociology of Environment and Development (also Rural Sociology 721)

Spring. 3 credits.
Staff.

This course is a sociological examination of society-environment relations. Theoretical topics include the treatment of nature and resources in classical sociology, neo-classical economics, the Malthusian and neo-Malthusian tradition, radical political economy, and post-modern perspectives. Substantive foci include human population dynamics and environmental quality, the role of technology in environmental degradation and remediation, and the character and functioning of conservation and preservation movements. Participants will address these topics in terms of the ongoing sustainable development discourse.

S&TS 751 Ethical Issues and Professional Responsibilities (also Biological Sciences 751 and Toxicology 751)

Fall or spring. 1 credit. Limited to graduate students beyond first year.

Sem, W 2:30-4:15 (ten weeks). Additional sections may be offered. Organizational meeting: Fall, W, September 1, 3:35 p.m.; Spring, W January 26, 3:35 p.m.
J. Fessenden MacDonald.

Ethical issues and integrity in research, and the professional responsibilities of scientists are discussed in a case studies format. Topics to be discussed include regulations, data selection, manipulation, and representation; fraud, misconduct, and whistle-blowing; conflicts of interest and commitment; authorship, ownership, and intellectual property; peer review, privacy and confidentiality; scientific response to external pressure, legal liabilities, and professional codes of ethics.

Independent Study

S&TS 399 Undergraduate Independent Study

Fall or spring. 1-4 credits.
Staff.

S&TS 699 Graduate Independent Study

Fall or spring. 2-4 credits.
Staff.

S&TS 700 Special Topics

Fall or spring. Variable credit.
Staff.

Seminars are offered from time to time on topics of current theoretical interest in science and technology studies and related to the research interests of individual faculty members. Information on topic, instructor, and credit may be obtained from the course secretary.

Biology and Society Major

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6042.

A detailed listing of Biology and Society course offerings can be found in the *Courses of Study* section entitled Special Programs and Interdisciplinary Studies.

Concentration in Science and Technology Studies

Jasanoff, S., chair; Allchin, D., Science and Technology Studies; Boyd, R., Philosophy; Dear, P., History; Dennis, M. A., Science and Technology Studies; Gottweis, H., Science and Technology Studies; Jarrett, J., Philosophy; Kline, R., Electrical Engineering; Lewenstein, B., Communications; Lynn, W. R., Civil and Environmental Engineering; Miller, R., Philosophy; Pinch, T., Science and Technology Studies; Power, A., Ecology and Systematics; Rossiter, M., Science and Technology Studies; Taylor, P., Science and Technology Studies; and Williams, L. P., Science and Technology Studies.

The undergraduate concentration in Science and Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. It offers majors in the natural sciences and engineering an opportunity to explore the social, political, and ethical implications of their selected fields of specialization. At the same time it offers students majoring in the humanities and social sciences a chance to study the processes, products, and impacts of science and technology from varied disciplinary perspectives. Drawing on course offerings in several departments, programs, and colleges, the S&TS concentration permits students to develop an individualized program of study closely related to their major field. S&TS courses are organized under three major headings: history, philosophy, and social studies of science and technology.

To satisfy the requirements for the S&TS concentration, students must complete a minimum of four courses selected from the following list. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the areas described below.

Interested students may obtain further information about courses by contacting Peter Dear, faculty adviser, 255-6752 (on leave fall semester 1993) or the S&TS undergraduate office, 275 Clark Hall, 255-6047.

S&TS Core Courses

S&TS 281-282 Science in Western Civilization (also HIST 281-282)

S&TS 390 Science in the American Polity, 1800-1960 (also Government 309)

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)

S&TS 389 Philosophy of Science: Evidence and Explanation (also PHIL 389)

S&TS 442 The Sociology of Science (also B&SOC 342, CRP 442)

History of Science and Technology

S&TS 151 Introduction to Western Civilization to A.D. 1600 (also History 151)

S&TS 152 Introduction to Western Civilization, 1600 to the present (also History 152)

S&TS 233 Agriculture, History and Society: From Squanto to Biotechnology

S&TS 250 Technology in Western Society (also Engineering 250, Electrical Engineering 250)

S&TS 281 Science in Western Civilization (also History 281)

S&TS 282 Science in Western Civilization (also History 282)

S&TS 287 Evolution (also Biological Sciences 202 and History 287)

S&TS 288 History of Biology (also Biological Sciences 202, Biology and Society 288 and History 288)

S&TS 292 The Electrical and Electronic Revolutions (also Electrical Engineering 292 and Engineering 292)

S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)

S&TS 390 Science in the American Polity, 1800-1960 (also Government 309)

S&TS 433 Comparative History of Science

S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)

S&TS 447-448 Seminar in the History of Biology (also Biology and Society 401-402 and History 447-448)

S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465, Communications 465)

S&TS 478 The Art of Scientific Biography

S&TS 482 The Origins of Modern Science 1500-1700 (also History 482)

S&TS 487 Science, Technology, and Strategy in the Post-Napoleonic World (also History 487)

S&TS 488 The Golden Age of French Sciences: 1789-1830 (also History 488)

S&TS 525 Seminar in History of Technology

S&TS 680 Seminar in Historiographical Approaches to Science (also History 680)

S&TS 682 Seminar in the History of Nineteenth-Century Physical Sciences (also History 681)

S&TS 687 Seminar in the History of Agricultural Sciences

S&TS 781 Advanced Seminar in the History of Nineteenth-Century Physical Science (also History 781)

Philosophy of Science and Technology

S&TS 286 Science and Human Nature (also Philosophy 286)

- S&TS 381 Philosophy of Science: Knowledge and Objectivity (also Philosophy 381)
- S&TS 384 Philosophy of Physics (also Philosophy 384)
- S&TS 389 Philosophy of Science: Evidence and Explanation (also Philosophy 389)
- S&TS 471 Science, Reliability, and Authority
- S&TS 472 Biology and Philosophy
- S&TS 481 Problems in the Philosophy of Science (also Philosophy 481)
- S&TS 661 Reason, Truth, and Science (also Philosophy 661)
- S&TS 681 Philosophy of Science (also Philosophy 681)
- B&SOC 205 Ethics and Health Care (also Philosophy 245 and Biological Sciences 205)
- B&SOC 206 Ethics and the Environment (also Philosophy 246 and Biological Sciences 246)
- HSS 658 Professional Ethics and Public Policy
- Social Studies of Science and Technology**
- S&TS 114 FWS: Ecology and Social Change (also Biology and Society 114)
- S&TS 118 FWS: Competing Rationalities: Scientific Ideas of Nature, Culture, Gender, and Race (also Biology and Society 118)
- S&TS 119 FWS: The History and Politics of Scientific Method
- S&TS 123 FWS: Biology on Women and Women in Biology (also Biology and Society 123 and Women's Studies 123)
- S&TS 167 FWS: Science in and out of Lab (also Biology and Society 167)
- S&TS 181 Engineering in Context (also Engineering 181)
- S&TS 324 Environment and Society (also Rural Sociology 324)
- S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)
- S&TS 352 Science Writing for the Mass Media (also Communication 352)
- S&TS 360 Ethical Issues in Engineering (also Engineering 360)
- S&TS 400 Components and Systems (also Mechanical and Aerospace Engineering 400)
- S&TS 401 Biology and Society: The Social Construction of Life (also Biology and Society 301 and Biological Sciences 301)
- S&TS 402 Investigative Research on the Social Impact of Science (also Biology and Society 300 and Textiles and Apparel 301)
- S&TS 406 Biotechnology and Law (also Biology and Society 406)
- S&TS 407 Law, Science and Public Values (also Government 407 and Biology and Society 407)
- S&TS 412 The Politics of the Human Body
- S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541 and Government 628)
- S&TS 425 Global and Domestic Dimensions of Science and Technology (also Government 468)
- S&TS 427 Politics of Environmental Protection in America (also Government 427)
- S&TS 431 Introduction to Science and Technology Policy (also Government 401)
- S&TS 442 The Sociology of Science (also City and Regional Planning 442 and Biology and Society 342)
- S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communications 465)
- S&TS 467 Innovation, Theory and Policy
- S&TS 469 Food, Agriculture, and Society (also Biology and Society 469 and Biological Sciences 469)
- S&TS 483 The Military and New Technology (also Government 483)
- S&TS 503 Professional Practice in Engineering
- S&TS 532 Inside Technology: The Social Construction of Technology
- S&TS 626 Workshop on Law, Science, and Technology (also Government 626)
- S&TS 631 Qualitative Research Methods for Studying Science
- S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)
- S&TS 660 Social Analysis of Ecological Change (also Biology and Society 460 and Rural Sociology 660)
- S&TS 662 Science and Social Theory
- S&TS 666 Perspectives on Science Writing (also Communications 666)
- S&TS 688 International Environmental Policy (also Government 687)
- B&SOC 232 Recombinant DNA Technology and Its Application (also Biological Sciences 232)
- B&SOC 322 Medicine and Civilization (also German Studies 322)
- B&SOC 426 Medicine and the Law
- COMM 360 Scientific Writing for Public Information
- COMM 626 Impact of Communication Technologies
- GOVT 381 The Politics of Defense Spending
- ILR 374 Technology and the Worker

SOCIOLOGY

E. Bell, R. L. Breiger, S. Caldwell, D. P. Hayes, R. McGinnis, P. Moen, V. Nee, B. C. Rosen, D. Stark, D. Strang, J. M. Stycos, N. B. Tuma, H. A. Walker, R. M. Williams, Jr., K. X. Zhou.

The subject matter of sociology is human social organization and institutions. The Department of Sociology offers courses in social organization that include (among other issues) examination of inequality on the basis of race, ethnicity, income, and occupation; political behavior and public policy; relations and affect in small groups; and contemporary social movements for change. Courses that analyze institutions include the family, politics and issues of public policy, the analysis of voluntary organizations, and the study of

networks of political and organizational action.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and advanced research skills appropriate for the study of social behavior and institutions. Graduates of the department take up careers in university, government, and business settings and in law, management, architecture, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

Sociology Courses for Nonmajors

The social sciences provide students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 104, 110, 115) provide substantial focus on the sociological analysis of major issues of public life. A wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, the descriptions of Sociology 310 and 345 (fall) and Sociology 303 and 360 (spring), for which there are no prerequisites other than junior or senior status.

Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of these other departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Major

Requirements for general sociology: (1) 101 and any other 100-level course (excluding Freshman Writing Seminar) with a 2.5 minimum grade-point average; (2) no later than the junior year, the 301 and 303 methods courses; (3) one course in the department at the 400 level or higher (491 is recommended); and (4) 20 additional credits in sociology, of which 9 may be taken in related departments if approved by the student's adviser.

Requirements for honors: Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least 2 credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495–496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

Cornell-in-Washington program. Qualified sociology majors may include a semester in the Cornell-in-Washington program, in which students take courses and undertake a closely supervised internship. For further information, see p. 23.

Supervised research. Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

Society and Economy Concentration

Sociology majors or students in other disciplines who wish to prepare for graduate study in any of the social sciences or in a profession (business, management, or law) may elect to acquire a concentration in society and economy (including international dimensions). This program is designed to provide training in economic sociology, formal organizations, and social science methods. The requirements for the concentration in society and economy include courses in economic sociology, formal organizations, and methods. For further information, consult Professor Victor Nee, 330 Uris Hall.

Introductory Courses

SOC 101 Introduction to Sociology

Fall and spring. 3 credits.

Fall, H. A. Walker; spring, S. Caldwell. This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

SOC 103 Introduction to Sociology: Microsociology

Fall. 3 credits.

D. P. Hayes. An introduction to microsociology, focusing on concepts and theory of social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.

[SOC 104 Race and Ethnic Relations

Fall. 3 credits. Not offered 1993-94.

H. A. Walker. This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.)

SOC 110 Introduction to Economy and Society

Fall or spring. 3 credits.

V. Nee. Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

SOC 115 Utopia in Theory and Practice

Spring. 3 credits.

D. Strang. This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structures that can work from those that cannot?

General Education Courses

HDFS 255 Gender and the Life Course: Work and Family Issues

Fall.

P. Moen. The course examines the work and family roles of men and women over the course of their lives, with particular focus on transitions into and out of various roles and corresponding changes in identities and aspirations. It seeks to illustrate the complex interplay between age and gender, as well as the significance of two key institutions—work and family—in the shaping of basic life choices and their consequences.

SOC 265 Hispanic Americans (also HASP 265)

Spring. 3 credits (4-credit option available).

H. Velez. Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Hispanic group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Hispanics in urban and rural areas, and the unique problems faced by the diverse Hispanic groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

SOC 275 Women at Work

Spring. 3 credits.

E. Bell. This course will examine the role women play in the labor force with a focus on more developed countries. We will look at the relationship between women's paid and unpaid work, considering various alternative explanations ranging from Marxist feminism to rational choice in order to better understand the changes over the past several decades.

SOC 283 Groups and Relationships (also Psychology 283)

Summer (six week) session. 4 credits.

L. Meltzer. Small groups (such as teams and committees) and dyadic relationships (such as friends and lovers) are studied via games, exercises, and demonstrations. An out-of-class group project involving self-study is an integral part of the course. The goals are increased sensitivity to group processes, heightened awareness of the effects we have on others, and an understanding of how person-to-person processes relate to larger societal phenomena.

[SOC 290 Social Psychology of Interpersonal Relations

Spring. 3 credits. Not offered 1993-94.

H. A. Walker. The focus of this course is on the relationship between the individual and the social group. It will examine the way in which the individual shapes "society," and in turn, how society influences individual behavior. Topics include formation of self, influence and conformity, and the emergence of racial and gender differences in status and power.]

Methods and Statistics Courses

SOC 301 Evaluating Statistical Evidence

Fall. 3 credits.

E. Bell. A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303 Design and Measurement

Spring. 4 credits. Prerequisite: a course in sociology.

D. P. Hayes. Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

Intermediate Courses

SOC 310 Sociology of War and Peace

Fall. 4 credits.

R. M. Williams, Jr. Every human group, community, or society presents many examples of altruism, helping, cooperation, agreement, and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict, and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings. This course describes various commonly accepted but erroneous notions of the causes

and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques, and outcomes of efforts to restrict, regulate, and resolve international conflicts.

SOC 345 Gender Inequality
Fall. 3 credits.

H. A. Walker.

Gender inequality in contemporary perspective; emphasis on social origins of gender categories and implications of gender status for collective and individual behavior. Topics include inequalities in interpersonal relations, the family and work organizations, and implications of gender inequality for family violence, sexual harassment, and rape.

[SOC 351 Research Seminar on Organizations]

4 credits. Not offered 1993–94.

D. Strang.

This course will be structured around a group research project on organizations in the local area. Students will help to design the research strategy, conduct the research, and interpret their findings. An introduction to sociological theory and research on the role of organizations in modern life.]

SOC 360 State and Society in Comparative Perspective

Spring. 3 credits.

K. Zhou.

Variations and dimensions of the state-society relationship and the relative strength of the state vs. society in different types of regimes. The emphasis is on "weapons of the weak"—citizenship, interest groups, social mobilization, everyday forms of resistance, collective inaction, and their effects on the state and political stability. The Western democratic polity is used as the reference category to compare and contrast selected cases in Latin America, Asia, and Eastern Europe.

SOC 366 Transitions From State Socialism

Fall. 4 credits.

M. Titma.

This course examines the rise, stagnation, and eventual fall of state socialism in East Central Europe. It compares the emergence of spheres of social activity autonomous from the state in Poland, Hungary, and Czechoslovakia and analyzes the problems and prospects of democratic consolidation and economic transformation.

Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

[SOC 414 Organizations and Public Policy]

Fall. 4 credits. Not offered 1993–94.

K. Zhou.

An introduction to the basic concepts and analytical tools for organizational analysis of public policy. The making and the evolution of public policy are examined as organizational processes. Theories of bureaucracy,

organizational decision making, and implementation are applied to assess the success or failure of public policies and social programs.]

SOC 420 Mathematics for Social Scientists

Fall. 2–4 credits.

R. McGinnis.

Elementary matrix algebra, probability theory, and calculus.

SOC 426 Policy Research

Fall or spring. 4 credits.

S. Caldwell.

Computer models are fast becoming a permanent feature of policy making in modern government. These models can be potent instruments of politics and power as well as aids to rational decision making. After a review of the different types of computer models, this course focuses on microsimulation models, designed specifically to analyze policy consequences on individuals and families. We examine how these models have been used in important policy debates in the United States over the past two decades. Students carry out hands-on policy analyses with an actual microsimulation model operating at Cornell.

SOC 434 The Sociology of Reproduction

Spring. 4 credits.

E. Bell.

This course will consider the social construction and control of childbearing. Topics include the medicalization and medical control of conception and childbirth, theoretical approaches to women as mothers, and the changing structural context within which women bear and rear children.

SOC 444 Contemporary Research in Social Stratification

Fall. 4 credits.

M. Titma.

Stratification and mobility as paired concepts, requiring mutual articulation. The interplay of structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment). Recently formulated log-linear models of mobility and structure provide a central focus of the course.

[SOC 463 Political Sociology]

4 credits. Not offered 1993–94.

D. Strang.

A seminar on the emergence of the nation-state and the state system applying comparative and historical perspectives. Open to graduate students and to advanced undergraduate students concerned with sociology, history, and political studies.]

SOC 491 Independent Study

Fall or spring. 1–4 credits. For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

SOC 495 Honors Research

Fall or spring. 4 credits. Limited to sociology majors in their senior year. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

SOC 496 Honors Thesis: Senior Year

Fall or spring. 4 credits. Prerequisite:

Sociology 495.

Hours to be arranged. Staff.

SOC 497 Social Relations Seminar (also Anthropology 495)

Spring. 4 credits. Limited to seniors majoring in social relations.

Hours to be arranged. Staff.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

SOC 501 Basic Problems in Sociology I

Fall. 4 credits.

V. Nee.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

SOC 502 Basic Problems in Sociology II

Spring. 4 credits.

H. A. Walker.

Continuation of Sociology 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Strategies include functionalism, social exchange, and interactionism.

SOC 505 Research Methods I: Logic of Social Inference

Fall. 4 credits. Prerequisite: a first course in statistics and probability.

N. B. Tuma.

This course is an introduction to techniques of social inference. We will cover research methods, sources of evidence, model design, and questions of empirical validity.

SOC 506 Research Methods in Sociology II

Spring. 4 credits. Prerequisite: Sociology 420 or 505 or equivalent.

K. Zhou.

A survey of methods for analyzing sociological data, including measurement error models, confirmatory factor analysis, panel models, and general structural equation methods. Readings from the sociological research literature will illustrate various methods. Periodic assignments on micro and mainframe computers will integrate theory, method, and data.

SOC 507 Research Methods in Sociology III

Fall. 4 credits. Prerequisite: Sociology 506.

M W 2:30–4:30. D. Strang.

Models and methods for the analysis of social dynamics. The course focuses on event history analysis in the case of discrete outcomes and cross-sectional and time-series analysis in the case of continuous outcomes.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered in 1991-92, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 510 Comparative Societal Analysis]
Spring. 4 credits. Not offered 1993-94.
D. Stark.

This course examines contending analytic strategies for comparing institutions (and institutional configurations) across societies and social systems. How, for example, does the institutional analysis of the socialist economy contribute to our understanding of the specificities of modern capitalism? Special emphasis will be given to comparing transitions from state socialism (in Eastern Europe and elsewhere) with transitions from authoritarianism in Latin America and Southern Europe.]

[SOC 513 Social Networks and Social Structure]

Spring. 4 credits. Not offered 1993-94.
R. L. Breiger.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.]

[SOC 535 Governmental Regulation of Organizations]

4 credits. Not offered 1993-94.
K. Zhou.

This seminar examines the increasing impact of the modern state on industrial and occupational organizations through legislation and public policies. Main issues include: the life chances of organizations, institutional change, and external construction of internal organizational structure and occupational categories. Economic and organizational approaches are contrasted and applied to specific industries and sectors. The course will provide an overview of the current literature and a discussion of emerging research issues.]

[SOC 540 Organizational Research]

Fall. 4 credits. Not offered 1993-94.
D. Strang.

This seminar focuses on contemporary sociological research on organizations. It centers theoretically on the interplay of institutional, ecological, and economic accounts of social structure and social action. Broad subject matter includes organizational birth and mortality, the sources of organizational structure, interorganizational relationships, and stratification and mobility within organizations.]

[SOC 545 Peasants, Markets, and the State]

Spring. 4 credits.
V. Nee.

This seminar makes the case for the agrarian origin of markets in early capitalist society and in the recent transition from state socialism. What is the historic role of the state and market in the transformation of peasant societies? To what extent does scholarship on peasants reflect more about the theoretical perspectives of the scholars who write about them than about peasant responses to the market and the state? This seminar reviews the debate between formalist and substantivists and outlines a new institutionalist paradigm in the study of peasants.

[SOC 583 Transitions to Market Economies in Eastern Europe (also Management NRE 583)]

Fall. 4 credits. Not offered 1993-94.
D. Stark.

This course examines the problems and prospects of transitions to markets in Eastern Europe. It introduces concepts for understanding the state socialist economy that is being transformed and analyzes important political developments since 1988. Topics include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.]

[SOC 591 Special Seminars in Sociology]

Fall and spring. 2-4 credits.

Hours to be arranged. Staff.
These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

[SOC 606-607 Sociology Colloquium]

Fall and spring. No credit. Required of all graduate students.

F 2:30-5. Staff.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

[SOC 608 Proseminar in Sociology]

Fall. One credit. Enrollment restricted to first-semester sociology graduate students.

Hour to be arranged. Staff.
Discussions on the current state of sociology and on the research interests of the members of the field, given by members of the field.

[SOC 683 Social Interaction (also Psychology 683)]

Spring. 4 credits.

D. P. Hayes.
Seminar: topic to be announced.

[SOC 891-892 Graduate Research]

891, fall; 892, spring. Up to 4 credits each term, to be arranged. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

[SOC 895-896 Thesis Research]

895, fall; 896, spring. Up to 6 credits each term, to be arranged. Prerequisite: permission of thesis director.

Summer Session

The following courses are frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in sociology is available from the department.

[SOC 101 Introduction to Sociology]

[SOC 103 Introduction to Sociology: Microsociology]

[SOC 104 Race and Ethnicity]

[SOC 283 Groups and Relationships]

SPANISH LANGUAGE

See Department of Modern Languages and Linguistics.

SPANISH LITERATURE

See Department of Romance Studies.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of Modern Languages and Linguistics.

TAGALOG

See Department of Modern Languages and Linguistics.

TAMIL

See Department of Modern Languages and Linguistics.

THAI

See Department of Modern Languages and Linguistics.

THEATRE ARTS

Theatre, Film, and Dance

B. Levitt, Chairman; R. Archer, D. Bathrick, S. Brookhouse, J. Chu, J. Devenyi, M. Dewey, D. Feldshuh, A. Fogelsanger, D. Fredericksen, J. E. Gainor, P. Gill, K. Goetz, K. Grant, D. Hall, M. Hays, J. Johnson, P. Lillard, J. Morgenroth, C. Orr Brookhouse, M. Rivchin, J. Self, B. Suber, A. Van Dyke and R. Wilson

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, dance, and film. It offers a theatre arts major with concentration in theatre or film and a major in dance. These majors educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate training program in theatre give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines and also provides the Cornell community with an opportunity to take part in its productions on an extracurricular basis.

Theatre Arts Major

Theatre Concentration

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management.

Course requirements for theatre concentration:

- | | Credits |
|---|---------|
| 1) THETR 240 and THETR 241 (two-semester introduction to theatre) | 8 |
| THETR 250 Introduction to Theatre Design and Technology | 4 |
| THETR 280 Introduction to Acting | 3 |
| 2) Four laboratory courses distributed as follows: | Credits |
| THETR 151 Production Lab I | 1-3 |
| THETR 153, THETR 253, or THETR 353 Stage Management Lab I, II, or III | 1-3 |
| THETR 155 Rehearsal and Performance or THETR 151 in a different area | 1-3 |
| THETR 251 or THETR 351 Production Lab II or III | 1-4 |
| 3) Four courses in the area of Theatre Studies (see Theatre Studies section of theatre courses) chosen in the following manner: | |
| one course must be at 300 level | |
| one course must be at 400 level | |
| two additional courses at the 300 or above level | |
| one of the four courses must be pre-twentieth century. | |
| 4) Three courses (at least 9 credits) in other Theatre Arts courses chosen in consultation with the faculty advisor. Course taken to qualify for admission to the Advanced Undergraduate Training Program (described below) may also be used to fulfill this requirement. | |
| 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major. | |

The Advanced Undergraduate Training Program

The department offers advanced training in acting, directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Criteria for admission to the AUTP is by the completion of the appropriate "track" of courses and invitation of the faculty. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists. Department productions will be chosen to offer a unique experience to the individual student selected for the program. (For specific requirements please see listing of courses at end of department listings.)

Film

The study of film began in this department in the 1930s and continues to be based here. In the interim years, however, it has also spread into a significant number of other departments in the college: Africana studies, anthropology,

Asian studies, comparative literature, English, German studies, history, psychology, and romance studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The four ways currently being used are as follows: 1) concentrating on film within a Theatre Arts major; 2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); 3) focusing on film as a College Scholar; and 4) concentrating in Visual Studies. Students interested in option 4 should consult Marilyn Rivchin (Theatre Arts) and/or Robert Ascher (Anthropology). Students interested in options 2 or 3 should consult Don Fredericksen (Theatre Arts) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should first consult Alison Van Dyke (director, Undergraduate Studies, Theatre Arts) and then one of the department's film faculty.

Film Concentration Requirements

The department's film concentration requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: Theatre Arts 375 and 376—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. Within the "core" required courses, Theatre Arts 274, Introduction to Film Analysis, should be taken during the sophomore year.

1. A core of *four* film courses:

THETR 274 Introduction to Film Analysis 4

THETR 375 History and Theory of Commercial Narrative Film (offered alternate years) 4

THETR 376 History and Theory of Documentary and Experimental Film (offered alternate years) 4

THETR 377 Fundamentals of 16mm Filmmaking 4

2. One of the following theatre courses:

THETR 250 Fundamentals of Theatre Design/Technology 4

THETR 280 Introduction to Acting 3

THETR 398 Directing I (prerequisite THETR 280) 4

3. Four courses (15–16 credits) in film offered by Theatre Arts as below, or by other departments (with consent of adviser):

THETR 290 Filming Other Cultures 3

THETR 313 The Japanese Film 4

THETR 378 Russian Film of 20s and French Film of 60s (offered alternate years) 4

THETR 379 International Documentary from 1945 to present (offered alternate years) 4

THETR 389 Luis Bunuel and the Cinema of Poetry (offered occasionally) 4

THETR 396 German Film (offered alternate years) 4

THETR 413 Film and Performance 4

THETR 475 Seminar in the Cinema I (offered alternate years) 4

THETR 476 Seminar in the Cinema II (offered alternate years) 4

THETR 477 Intermediate Film and Video Projects I 4

THETR 479 Intermediate Film and Video Projects II 4

THETR 493 Advanced Film Production (summer only) 4

THETR 653 Myth onto Film 4

- 4) 15 credits of related coursework inside or outside of Theatre Arts (as approved by adviser). The courses chosen to fulfill this requirement should reinforce the student's particular interest in film. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose "related course work" accordingly.
- 5) With a grade of less than C, a course cannot be used toward the concentration.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other colleges and universities, offers up to a full year of study at the Inter-University Center for Film and Critical Studies in Paris, France. The center's program is theoretical, critical, and historical. It is most useful to students pursuing a major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required, and Theatre Arts 274, 375, and 376 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

The Dance Program

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, and the history, theory, and criticism of dance. Technique courses include modern dance at four levels and ballet at three levels. Other dance forms, such as tap, historical dances, Japanese Noh, Indian, Javanese, and African dance are offered on a rotating basis. Courses in jazz and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique classes develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique classes. Students may also satisfy the physical

education requirement by taking dance technique classes in the dance program. The schedule for all dance technique classes is available in the main office of the Center for Theatre Arts. Registration for technique classes takes place in Teagle Hall. Students taking technique for academic credit must also register through their own colleges.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance classes is by audition. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155.

The Dance Major

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, Theatre Arts 233 or 305 (Explorations in Movement and Performance) and Theatre Arts 210 (Beginning Dance Composition and Music Resources). It is also recommended that Theatre Arts 201 (Dance Improvisation), Theatre Arts 250 (Fundamentals of Theatre Design and Technology) and Music 105 (Introduction to Music Theory) be taken before the junior year. The following requirements are expected of the major.

Prerequisites for the Major:

THETR 210 Beginning Dance Composition and Music Resources

THETR 233 or 305 Explorations in Movement and Performance

Two technique courses in modern dance or ballet at level II or above

Requirements for the Major: Credits

Music 105 Introduction to Music Theory (or substitute at the appropriate level)	3
ONE course in historical dance, tap, jazz, a non-western form, folk dance, or ballroom dance	0-3
TWO semesters each of ballet and modern dance (in addition to the prerequisite)	4
THETR 155 Rehearsal and Performance	1
THETR 201 Dance Improvisation	3
THETR 250 Fundamentals of Design and Technology	4
THETR 310-311 Intermediate Dance Composition	8
THETR 312 Physical Analysis of Movement	3
THETR 314-315 Western Dance History	8
THETR 410 Advanced Dance Composition	4
THETR 418 Seminar in History of Dance (or other 400-level academic dance course)	4
THETR 491 Senior Project	4
Total	46-49

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

Department Courses:

See individual sections for: Freshman Writing Seminars; General Survey Courses; Theatre Studies; Acting; Directing; Playwriting; Design; Technology; Stage Management; Independent Study, Internships and Honors; Film; Dance.

Freshman Writing Seminars

THETR 108 Writing about Film

Summer. 3 credits. Offered occasionally. Staff.

[THETR 110 Topics in the Cinema

Spring. 3 credits. Offered occasionally; not offered 1993-94. Staff.]

[THETR 130 American Myth in Drama

Fall. Not offered 1993-94. Staff.]

THETR 140 From Script to Stage: Banned in the U.S.A.!

Fall and spring. 3 credits.

T R 11:40-12:55. S. Keller.

According to the First Amendment of the Constitution, all citizens are guaranteed the right to free speech. Since 1789, when the First Amendment was added to the Constitution, however, artists of every discipline, particularly theatre practitioners, have been censored based on charges ranging from obscenity to the disruption of law and order. What makes theatre the most "dangerous" art? How can censorship exist in a free and democratic nation where censorship is seemingly unconstitutional? Students will explore these and other questions in their essays through the reading of dramatic, historical, and philosophic writings. Texts will include the works of Plato, Marx, The Living Theatre, Stephen Sondheim, 2 Live Crew, and Theatre Cornell Productions.

THETR 150 Other Voices in American Drama: African-American Women Playwrights

Fall and spring. 3 credits.

M W F 10:10-11:00. Y. Singh.

In this freshman writing seminar we will examine a historical sampling of dramatic writing by African-American women and explore how, in relation to their specific time and place of production, these works offer a unique perspective on American culture and society.

THETR 160 Writing in the Theatre: Performance as Text

Fall and spring. 3 credits.

T R 2:55-4:10. A. Ellis.

"To write for the ear alone." Yeats described his mission as a playwright just so, highlighting the central paradox of writing in the theatre. The division between the oral and written language is nowhere more apparent than on the stage. In this course, students will explore that division, its manifestations and its ramifications, as we approach the problem of writing about a performative event as it occurs on stage and as it is recorded on the page. We will read and view several radically oral plays, and will discuss in depth the differences between spoken and written language, and between writing for reading and writing for performance. Texts will include plays by Yeats and Shange, and performances by Roadside Theatre, Junebug Theatre, El Teatro de la Esperanza, and others.

[THETR 170 Writing About the Theatre
Fall. 3 credits. Not offered 1993-94. Staff.]

THETR 180 East Meets West on Stage

Fall and spring. 3 credits.

MW F 11:15-12:05. C. Conceison.

In this course we will explore issues on multiculturalism, Orientalism, East/West encounters and the Asian-American experience by examining how Eastern theatre has been imported to the West and vice versa. After gaining a basic understanding of several traditional dramatic forms of China, Korea, and Japan, we will try to assess why and how these forms have been understood by foreigners and incorporated into modern Western theatre. Examples of Western drama adopted by Asian cultures—particularly China—will also be considered. The course will include viewing of several videotapes and readings by such authors as Bertolt Brecht, Charlton Heston, Arthur Miller, Richard Schechner, and plays such as David Henry Hwang's "M. Butterfly."

[THETR 190 Theater and Society: Theater—Who Needs It?

Fall and spring. 3 credits. Not offered 1993-94. Staff.]

Introduction to Survey Courses

THETR 230 Creating Theatre

Spring. 3 credits.

T R 8:40-9:55. Faculty.

An overview course introducing students to the collaborative art of theatrical production. Students will explore theatre backstage and onstage and learn about the perspective of the audience. Through lectures, demonstrations, discussion with faculty and staff, and attendance at departmental productions, the class will be exposed to a number of theatrical and dance forms.

Theatre Studies Courses

[THETR 223 The Comic Theatre (also Comparative Literature 223 and Classics 223)

Spring. 3 credits. Not offered 1993-94. Next offered 1994-95.

J. Rusten.

See Classics 223 for course description.]

THETR 240 Introduction to Western Theatre I

Fall. 4 credits.

T R 10:10-11:25. J. Devenyi.

A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—in classical Greece and Rome, medieval and Renaissance Europe. Representative plays will be read and discussed in their theatrical context.

THETR 241 Introduction to Western Theatre II

Spring. 4 credits.

T R 10:10-11:25. J. Devenyi.

A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—since 1642. Among the areas considered will be French Neoclassicism, the English Restoration, the eighteenth and nineteenth centuries in England, France, and Germany and the modern international stage. Representative plays will be read and discussed in their theatrical context.

[THETR 322 Russian Drama and Theatre (also Theatre Arts 622 and Russian 332/632)]

Fall. 4 credits. Not offered 1993–94.
See Russian 332 for description.]

[THETR 331 The Classical Theatre (also Comparative Literature 331) #]

Fall. 4 credits. Prerequisite: Theatre Arts 240 or permission of instructor. Not offered 1993–94.

Staff.

This course will look at the major developments in Classical Greek and Roman theatre as well as possible assessments in the light of contemporary theory. Topics may include one or more of the following: the relation of the dramatic festivals to questions of democracy, the links between the *Poetics* and subsequent criticism, and more recent critical approaches to the dramatic texts.]

[THETR 332 Medieval and Renaissance Theatre (also Comparative Literature 332) #]

Fall. 4 credits. Prerequisites: 240 or permission of instructor. Not offered 1993–94.
Staff.

Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of Shakespeare's work. Representations of class, race, and gender on stage as well as in the audience will also be examined.]

[THETR 333 European Drama from the Neo-Classical to the Bourgeois (also Comparative Literature 333)]

Spring. 4 credits. Prerequisite: Theatre Arts 240 or 241. Not offered 1993–94.
The course will examine the explosion of dramatic forms and theories in pre- and post-revolutionary Europe. The class will also discuss the ways in which changes in theatre architecture and dramatic structure participate in the dynamics of change in European society that operates between the early seventeenth and the mid-nineteenth centuries.]

THETR 335 The Modern and Contemporary Theatre (also Comparative Literature 337)

Spring. 4 credits. Prerequisites: Theatre Arts 240 or permission of instructor.

T R 2:55–4:10. J. Devenyi.

A study of the drama and its cultural contexts from the late nineteenth century to the present. This course will raise questions about modern as well as postmodern theories of performance and the role of theatre in society. It may also examine western style theatre in non-western settings.

THETR 336 American Drama and Theatre (also English 336)

Fall. 4 credits. Limited to 25 students.
Prerequisite: permission of instructor.

T R 1:25–2:40. J. E. Gainor.

A survey of twentieth-century American theatre and representative American plays.

[THETR 337 Contemporary American Theatre]

Spring. 4 credits. Not offered 1993–94.

T R 1:25–2:40. J. E. Gainor.

A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color to

explore questions of identity and theatrical responses to contemporary American culture.]

THETR 372 English Drama to 1700 (also English 372)

Fall. 4 credits.

T R 2:55–4:10. S. McMillin.

See English 372 for description.

THETR 373 English Drama from 1700 to the Present (also English 373)

Spring. 4 credits.

S. McMillin.

See English 373 for description.

[THETR 431 Theory of the Theatre and Drama (also Comparative Literature 433) #]

Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1993–94.

M. Hays.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

THETR 433 Dramaturgy: Play and Period (also Comparative Literature 443)

Fall. 4 credits.

W 10:10–12:05. M. Hays.

Who are the new European dramatists? This course will examine the work of playwrights from France, Germany, and England to see how they have contributed to current debates on dramatic representation, politics, and culture.

[THETR 434 Theatre and Society (also Comparative Literature 434)]

Spring. 4 credits. Prerequisite: permission of instructor or some work in theatre history or dramatic literature at the 300 level. Not offered 1993–94.

M. Hays.

Historical Drama: History in the theatre, the theatre in history.]

THETR 435 Special Topics: The Victorian and Edwardian Theatre (also English 479)

Fall. 4 credits. Limited to 15 students.

Prerequisite: permission of instructor.

T 10:10–12:35. J. E. Gainor.

An in-depth exploration of theatre and drama in England from the mid-nineteenth through early twentieth centuries. Topics will include melodrama, the social problem play, the popular stage, the conditions of theatrical production, and the impact of European theatre. Representative authors include Robertson, Pinero, Shaw, Wilde, Robins, Galsworthy, and St. John.

[THETR 436 The Female Dramatic Tradition (also Women's Studies 433)]

Spring. 4 credits. Not offered 1993–94.

T 10:10–12:35. J. E. Gainor.

Is there a "female dramaturgy"? What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.]

[THETR 438 East and West German Drama]

Fall. 4 credits. Not offered 1993–94.

D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present.

Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

THETR 470 The Japanese Noh Theater and Modern Dramatists (also Asian Studies 470 and Comparative Literature 470)

Fall. 4 credits. Alternates with Theatre Arts 471.

M 2:30–4:25. K. Brazell.

Several weeks will be spent studying the literary, performance, and aesthetic aspects of the noh theater. Emphasis will be on noh as a performance system, a total theater in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theater people who have reacted to noh in some creative way. Choice of dramatists will depend partly on student interests but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.

[THETR 471 Japanese Theatre (also Asian Studies 471) @ #]

Fall. 4 credits. Not offered 1993–94.

K. Brazell.

See Asian Studies 471 for course description.]

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to Theatre Arts graduate students.

TBA. Staff.

An introduction to the theory and methods involved in the study of the theatre as cultural and aesthetic practice.

[THETR 622 Russian Drama and Theatre (also Theatre Arts 322 and Russian 332/632)]

Not offered 1993–94.

See Russian 322 for description.]

THETR 633 Seminar in Theatre History: The Provincetown Players and Greenwich Village Culture, 1915–1922 (also English 628)

Spring. 4 credits.

T 10:10–12:35. J. E. Gainor.

This seminar will explore a number of artistic, political, and social movements emanating from Greenwich Village in the 'teens and 'twenties, and explore their impact on the evolution of American drama. The Provincetown Players, the theatre company that first produced O'Neill, Glaspell, Millay, and other important American writers, will be the focus of our analysis. The seminar is designed as a case study in the critical practice of cultural studies.

THETR 636 Seminar in Dramatic Criticism (also Comparative Literature 636)

Fall. 4 credits. Prerequisite: Permission of instructor.

W 2:00–4:00. M. Hays.

Problems of representation and alterity in contemporary American drama. The course will focus primarily on the works of David Henry Hwang, Adrienne Kennedy, David Mamet, Marsha Norman, and August Wilson.

[THETR 637 Seminar in Dramatic Theory]
Spring. 4 credits. Prerequisite: Permission of instructor. Not offered 1993-94.

M. Hays.]

[THETR 648 East and West German Drama: Post-1945 (also German Studies 438)]

Fall. 3 credits. Not offered 1993-94.

D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present.

Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

[THETR 656 Race and Theatre in America (also English 656)]

Spring. 4 credits. Not offered 1993-94.

B. Jeyifo.

See English 656 for course description.]

[THETR 660 Visual Ideology (also Comparative Literature 660 and German Studies 660)]

Spring. 4 credits. Not offered 1993-94.

G. Waite.

See German Studies 660 for description.]

[THETR 678 Post-Structuralist Dramatic Theory (also Comparative Literature 678)]

Fall. 4 credits.

T R 2:55-4:10. J. Devenyi.

This course will investigate trends in dramatic theory since structuralism and discuss their application to dramatic texts and performance from various periods.

[THETR 679 Bertolt Brecht in Context (also German Studies 679 and Comparative Literature 679)]

Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 1993-94.

D. Bathrick.

Brecht's theory and dramatic praxis will be examined in the light of a two-fold contexts: (1) the relation of selected plays and writings to the historical contingencies of the Weimar and exile periods in which they emerged; (2) in later periods: an analysis of the reception and various readings (postmodern, feminism, post-structuralism) of these same works by later writers and critical publics in Germany and the United States as a way of understanding the changing nature of aesthetic values in the postwar period. Special attention will be given to the importance of Marxism for Brecht's art, as well as to the author's role as a representative of the cultural avant-garde.]

[THETR 692 The Politics of Criticism (also Comparative Literature 692 and German Studies 692)]

Fall. 4 credits. Not offered 1993-94.

D. Bathrick.

See German Studies for description.]

Acting

[THETR 155 Rehearsal and Performance]

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is

earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

[THETR 205 Rehearsal Workshop]

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission.

2-4 hours per week, TBA. Staff.

This course will enable students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class will depend on the needs of a particular production (history, choreography, textwork, dramaturgy, etc.). This class will leverage the experience of participating in a production by allowing students to focus intensely on a particular aspect of that production in a non-pressurized learning environment.

[THETR 280 Introduction to Acting]

Fall or spring. 3 credits. Each section is limited to 16 students. Registration only through roster in the department office, Center for Theatre Arts.

01 T R 2:30-4:25 (primarily for prospective majors and those interested in extended study of acting), A. Van Dyke. 02 T R 12:20-2:15, staff. 03 M W 12:20-2:15, staff. 04 M W 2:30-4:25, staff. 05 T R 2:30-4:25, staff. 06 T R 10:10-12:05, staff. 07 M W 2:30-4:25, staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus will be on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

[THETR 281 Acting I]

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: Theatre Arts 280 and audition. Registration only through roster in department office, the Center for Theatre Arts. 281 is restricted to sophomores and above.

01 T R 10:10-12:05, A. Van Dyke. 02 M W 12:20-2:15, staff.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study utilizing the plays of Williams, Inge, and Miller.

[THETR 282 Introduction to Voice and Speech for Performance]

Fall or spring. 2 credits. Not offered 1993-94. Staff.

Study and practice in the development of the speaking voice with emphasis on tone quality, breathing, articulation, and practice of standard American English pronunciation. Some oral interpretation of poetic, narrative, and dramatic text.]

[THETR 283 Voice and Speech for Performance]

Spring. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisite:

sites: TA 282. Not offered 1993-94.

Registration only through department roster in the main office of the Center for Theatre Arts. Development of the speaking voice with additional emphasis on dramatic interpretation.]

[THETR 284 Speech and Dialects for Performance]

Spring. 3 credits. Limited to 12 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: TA 280, 281, and permission of instructor. Registration only through department roster in the main office of the Center for Theatre Arts. Not offered 1993-94.

A. Van Dyke.

Development of speech and dialects in dramatic text.]

[THETR 285 Creativity and the Actor]

Summer. 3 credits. Limited to 16 students. M-F. 9-11:30. D. Feldshuh.

Using mime, physical and vocal exercises, karate, Gestalt therapy, theatre games, and Zen meditation, this course will attempt to make the student more aware of how he or she participates in and can influence the creative process of acting and to assist the student toward a greater capacity for stage presence. The course will deal with hindrances to the creative response (stage fright, self-consciousness, mannerisms, physical and vocal tension, emotional blocks), introduce the concepts of energy, stillness, and release, and explore the relationship between emotion, mind, and body structure. It will attempt to give the individual tools with which the student may continue to expand his or her capacity for spontaneous, flexible, and believable acting.

[THETR 287 Summer Acting Workshop]

Summer. 3 credits. Limited to 16 students in a section.

An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

[THETR 380 Acting II]

Fall. 3 credits. Prerequisite: TA 281 and audition. Limited to 12 students.

T R 10:10-12:05. R. Wilson.

A continuation of Acting I. Special consideration will be given to a physical approach to characterization utilizing the plays of Chekhov and Ibsen.

[THETR 381 Acting III: Advanced Scene Study]

Spring. 3 credits. Prerequisite: TA 280, 281, 380, and audition. Limited to 10 students.

T R 10:10-12:05. R. Wilson.

This course focuses on advanced problems in language and period style (movement, bows, and curtsies). Monologues and scenes will be drawn from these playwrights: Shakespeare, Moliere, Shaw/Coward, Sheridan/Goldsmith/Wycherly, and Aeschylus/Euripedes.

[THETR 385 Skills, Techniques, and Approaches to Performance]

Spring. 3 credits. Prerequisites: Theatre Arts 281 and permission of instructor. Limited to 10 students.

M W 2:30-4:25. K. Grant.

Preparation, performance and critique of scenes from the repertoire of post-1960 musical theatre pieces. This course will also explore basic musical theatre dance styles, e.g., tap and jazz.

[THETR 400 Modern Performance Problems]

Fall. 4 credits. Prerequisites: Theatre Arts 240, 280, 281 and permission of instructor. Limited to 14 students. Not offered 1993-94.
J. E. Gainor and R. Wilson.

This class is a combination of play analysis and performance focused on the special problems of gender issues in modern dramatic material. Playwrights to be studied are Caryl Churchill, Sam Shepard, and Marsha Norman. The class will not only deal with some of the plays by these authors, but also critical writing based on their work. Requirements will include the performance of monologues and scenes and the writing of three papers.

Directing**THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned assistant director positions after obtaining director's approval. Students should add this course only after they have been given approval. S-U grades only.
Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 398 Fundamentals of Directing I

Fall. 3 credits. Limited to 10 students. Prerequisite: Theatre Arts 280 and permission of instructor.

M W 12:20-2:15, plus lab W 4:30-6:00.
D. Feldshuh.

Focused, practical exercises to teach the student fundamental staging techniques that bring a written text to theatrical life. A core objective of the course is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II

Spring. 4 credits. Enrollment strictly limited. Prerequisite: Theatre Arts 280 and 398, and permission of instructor. Recommended: Theatre Arts 250 and 281.

M W 12:20-2:15 plus lab time to be arranged. D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges. The student will develop an increased ability to articulate and defend directorial choices and learn to work with actors on a diverse range of material. Directors will cast from a company of actors to be auditioned early in the semester. Each actor in the company will earn one or two credits as part of Theatre Arts 155.02.

THETR 499 Seminar in Directing

Fall or spring. 1-4 credits. Prerequisites: Theatre Arts 240, 250, 280, 398, 498, and permission of instructor.

Hours to be arranged. D. Feldshuh. This seminar will give the student the opportunity to direct a full evening of theatre. It may also involve an internship with a prominent director on campus and a final paper focusing on a specific aspect of directing.

Playwriting**THETR 348 Playwriting**

Spring. 4 credits. Prerequisite: permission of instructor.

T R 2:55-4:10. R. Wilson.

A laboratory for the discussion of student plays. Following exercises in dramatic structure and technique, students will be expected to complete a one-act play.

[THETR 349 Advanced Playwriting]

Spring. 4 credits. Prerequisite: Theatre Arts 348. Not offered 1993-94.

R. Wilson.

A continuation of Theatre Arts 348, emphasizing advanced techniques and culminating in the composition of a full-length play.]

[THETR 497 Seminar in Playwriting]

Fall. 1-4 credits. Prerequisite: Theatre Arts 348 and 349 or permission of instructor. Not offered 1993-94.]

Design, Technology and Stage Management**Design****THETR 250 Fundamentals of Theatre Design and Technology**

Fall and spring. 4 credits. Not open to first term freshman. Limited to 12 students. Registration only through department roster in CTA 225. A minimum of one credit of Production Lab (TA 151 or 251) is strongly recommended concurrently.

M W F 12:20-2:15. R. Archer, J. Johnson, P. Gill, K. Goetz, D. Hall, C. Orr Brookhouse.

An introduction to design and technology in the theatre. Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$35).

THETR 343 Costume History: From Fig Leaf to Vanity

Fall. 3 credits. Limited to 20 students.

T R 8:40-9:55. C. Orr Brookhouse.

Costume History will offer an overview of the history of clothing from the first signs of clothing to the early 20th century. It will investigate personal, social, religious, political, and regional reasons for why and how clothing evolved.

[THETR 358 Draping Studio]

Spring. 3 credits. Prerequisites: TA 356 or permission. Limited to 10 students. Not offered 1993-94.

J. Johnson.

This course provided further experiences in the area of costume construction, particularly in the specialized area of patterning. Students will learn to make patterns by the method of draping on the form and will conclude the class by building a complete costume (from inside out) using that method of patterning.]

THETR 360 Costume Crafts Studio

Spring. 3 credits. Limited to 10 students.

M W 10:10-12:05. J. Johnson.

This course will provide hands-on experiences for students in the form of a series of workshops conducted by faculty members, visiting artists (from the community, primarily), and class members themselves. Workshops may include mask-making, fabric manipulation, hair and wig care and construc-

tion, and millinery. Students will conclude the course by creating a costume utilizing three different techniques from the workshops and/or one discovered through individual research.

THETR 362 Lighting Design Studio I: Lighting in the Performing Arts

Fall. 4 credits. Students are required to purchase lighting software and materials which the instructor will specify (approximate cost \$175.00). Prerequisite: TA 252 and 340 or permission of instructor. Limited to 6 students.

M W 10:10-12:05. P. Gill.

An exploration of the process of seeing, basic theories of color, and the psychological and physical characteristics of light. Through discussion, design projects based on current Cornell productions, a series of projects in the light lab, and an actual dance-lighting design as a final project, this course considers the role of light as a flexible, expressive art medium, its visual elements and dramatic impact, and the intuitive nature of a successful approach to stage lighting.

THETR 364 Scenic Design Studio

Fall and spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Limited to 10 students. Prerequisite: TA 250 and 340 or permission of instructor.

M W 10:10-12:05. K. Goetz.

An exploration of the process of designing scenery for the live theatre. Emphasis on the analysis of the dramatic text, research, and the use of imagery to support dramatic intent of playwright. Class projects will engage students in using a variety of mediums to explore how architecture, the arrangement of space, and elements of interior design are used dramatically. Class activities and projects are designed to encourage the development of student's innate expressive abilities. Experience in theatre production and graphic skills is helpful but not essential. May be repeated for credit.

THETR 366 Costume Design Studio

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Prerequisite: Permission of instructor. Limited to 10 students.

T R 10:10-12:05. J. Johnson.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and understanding production style. May be repeated for credit.

THETR 368 Sound Design Studio

Spring. 4 credits. Limited enrollment to 6 students. Prerequisite: TA 252 and TA 250 or permission of instructor. Students are required to purchase supplies (approximate cost \$30.00).

T R 12:20-2:15. C. Hatcher.

The use of sound as a medium of design for the theatre; research and creation of sound score, recording and engineering techniques, live effects and projects in live and studio sound production.

THETR 462 Lighting Design Studio II: Lighting in the Environment

Spring. 4 credits. Prerequisite: TA 362 or permission of instructor. Limited to 6 students.

M W 10:10-12:05. P. Gill.

This course concentrates on the individual development of the lighting designer as a

versatile artist. Discussion and guest artist lectures are combined with individual tutorial sessions and various environmental lighting design competition entries tailored to each student. This structure provides students with an opportunity to originate an independent contemporary style of lighting design.

THETR 463 Interactive Multimedia and Theatre in Social Education

Fall. 4 credits. Limited to 10 students.

T R 12:20–2:15. P. Gill.

This course will explore digital multimedia as an educational tool that is easy to use and to understand and that illustrates in a clear and compelling manner. Students will create interactive applications that can provide users with the latest information and also encourage them to develop an awareness of and sensitivity to cultural issues in order to prepare them for a future that is increasingly complex and bewildering in its social implications. Some familiarity with the Macintosh platform is desirable.

THETR 464 Scene Design Studio II

Fall and spring. 4 credits. Students are required to purchase materials which instructor will specify (approximate cost \$50). Prerequisite: THETR 363 or permission of instructor.

TBA. K. Goetz.

A continuation of THETR 364. Projects and activities will be tailored to the creative and developmental needs of the individual student with emphasis on maintaining professional standards.

Technology

THETR 252 Technical Production Studio I

Fall. 3 credits. Limited to 6 students.

T R 2:30–4:25. C. Hatcher.

Stage Lighting and Sound Technology: The practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork will be explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory (TA 151 or 251) commitment of fifty hours for the semester.

THETR 254 Theatrical Make-up Studio

Fall. 3 credits. Students are required to purchase make-up kits which the instructor will provide (approximate cost \$40.00). Prerequisite: permission of instructor. Limited to 12 students.

T R 2:30–4:25. J. Johnson.

Basic techniques of make-up for the stage including corrective, old age, and fantasy; use of prosthetics, wigs, hair and hairpieces.

THETR 340 Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 6 students.

Prerequisite: Theatre Arts 250 or permission of instructor.

M W F 9:05–9:55. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. A series of projects to familiarize students with the convention and process of visualization and drafting.

THETR 354 Stagecraft Studio

Fall. 3 credits. A minimum of one credit of production laboratory (TA 151 or 251) is strongly recommended concurrently. Prerequisite: TA 250 or permission of instructor.

T R 10:10–12:05. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

[THETR 355 Theatrical Make-up Studio II

Offered occasionally. 3 credits. Prerequisite: THETR 254 and permission of instructor.

This course is designed for the student interested in pursuing the field of makeup as a career. This course is geared toward students who have already displayed a talent for makeup design and application and wish to gain more experience in the related specialty areas of prosthetics, hair, and hairpieces.]

THETR 356 Costume Construction Studio

Fall and spring. 3 credits. A minimum of one credit of production laboratory (TA 151 or 251) is strongly recommended concurrently. Prerequisite: TA 250 or permission of instructor. Lab fee of \$25 to be paid in class.

M W 2:30–4:25. C. Orr.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

Stage Management

THETR 153 Stage Management Production Laboratory I

Fall and spring. 1–3 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor.

P. Lillard.

Practical production experience in theatrical production as an assistant stage manager for a smaller scale production under the supervision of the faculty production stage manager. Theatre Arts 370 complements this course.

THETR 253 Stage Management Laboratory II

Fall and spring. 1–3 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor.

P. Lillard.

Practical experience in theatrical production as assistant stage manager for a large scale production under the supervision of the faculty production stage manager. TA 370 complements this course.

THETR 353 Stage Management Laboratory III

Fall and spring. 1–3 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of the instructor.

P. Lillard.

Practical experience in theatrical production as stage manager for a small scale production under the supervision of the faculty production stage manager. TA 370 complements this course.

THETR 370 Stage Management Studio

Fall and spring. 1 credit. Prerequisite: TA 250 or 280. T 2:30–4:25

P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. TA 153, 253, and 353 complement this course.

THETR 453 Stage Management Laboratory IV

Fall and spring. 1–3 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor.

P. Lillard.

Practical experience in theatrical production as stage manager for a large-scale production under the supervision of the faculty production stage manager.

Production Laboratories

THETR 151 Production Laboratory I

Fall and spring. 1–3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the Proscenium Theatre.

S. Brookhouse, N. Cross, D. Hall,

C. Hatcher, K. Krump, C. Orr.

Students register for sections by areas of interest. 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound, 06 Stage crew. No prerequisites or experience required. This course provides practical experiences in theatrical production, as a member of the production crew.

THETR 251 Production Laboratory II

Fall and spring. 1–3 credits. Prerequisite: TA 151 or permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium theatre.

S. Brookhouse, N. Cross, D. Hall,

C. Hatcher, K. Krump, C. Orr.

Practical experience in theatrical production, in a position of major responsibility on the production staff. Students register for sections by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound.

THETR 351 Production Laboratory III

Fall and spring. 1–3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium Theatre. Prerequisite: THETR 251 or permission of instructor.

R. Archer, C. Hatcher, P. Gill, K. Goetz, J. Johnson.

This course provides practical experience in theatrical production, in a position of major responsibility on the production staff or as assistant to a faculty or guest designer.

THETR 451 Production Laboratory IV

Fall and spring. 1–3 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program.

R. Archer, P. Gill, K. Goetz, C. Hatcher, J. Johnson, C. Orr Brookhouse.

Practical experience in theatrical production, in the position of designer or in another position of major responsibility on the production staff.

Independent Study, Internships and Honors

THETR 300 Independent Study

Summer, fall, or spring. 1-4 credits.

TBA. Staff.

Independent Study in the Theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-6 credits.

TBA. Staff.

To be eligible to enroll and receive credit for an internship, Theatre Arts students must either be majors or be admitted to the Advanced Undergraduate Theatre Program (AUTP). Students are responsible for arranging their own internships in consultation with the AUTP faculty in their area of choice prior to preregistration of the semester in which the internship is planned to take place. To receive credit for this course, it must be an unpaid internship; if it is a paid internship, it is possible to receive independent study (see TA 300) credit for it.

THETR 495 Honors Research Tutorial

Fall or spring. 2-8 credits. Limited to Theatre seniors only.

TBA. Staff.

This course is the first of a two-semester sequence (the second is TA 496). Up to eight credit hours and one grade will be given upon completion of second semester. The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be a part of the honors program the student must maintain an average of A- in departmental courses and an average of B in all courses. Students should consult with their advisers in their junior year if deciding to do honors.

THETR 496 Honors Thesis Project

Fall or spring. 2-8 credits. Limited to Theatre seniors only.

TBA. Staff.

This course is the second of a two-semester sequence (the first is TA 495). Up to eight credit hours and one grade will be given upon completion of second semester. See Theatre Arts 495 for further information.

FILM

THETR 274 Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to thirty-five students.

T R 10:10-12:35. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

THETR 290 Filming Other Cultures (also Anthropology 290)

Spring. 3 credits. Limited to 20 students, with preference given to those who have taken either Anthropology 102 or Theatre Arts 274.

T R 2:55-4:10. R. Ascher.

See Anthropology 290 for course description.

[THETR 313 The Japanese Film (also Asian Studies 313) @

Spring. 4 credits. Not offered 1993-94.

Screenings, M W 7:30; lec, T R 1:25-2:40.

B. de Bary.

See Asian Studies 313 for course description.]

[THETR 375 History and Theory of the Commercial Narrative Film

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Not offered 1993-94, next offered 1994-95. Offered alternate years.

T R 1:25-4:25. D. Fredericksen.

Consideration of the broad patterns of narration in the history of the commercial narrative film, viewed as an artistic medium and as a system requiring the massive consumption of artifacts. Emphases placed upon the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist narration. Major figures discussed include Griffith, Eisenstein, Murnau, Von Stroheim, Dreyer, Chaplin, Renoir, Ford, Hitchcock, Welles, Antonioni, Fellini, Bergman, Bunuel, Resnais, Godard, Jansco and Herzog. Students majoring in film should have previously taken Theatre Arts 274.]

THETR 376 History and Theory of Documentary and Experimental Film

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: Theatre Arts 274 is strongly recommended, but not required. Offered alternate years.

T R 1:25-4:25. D. Fredericksen.

First, the history and theory of documentary film up to the end of World War II. Major figures covered include Vertov, Flaherty, Ivens, Grierson, Lorentz, Riefenstahl, Capra, Hurwitz, and Jennings. Second, within the history and theory of the experimental and personal film form, emphases are: the avant-garde film of the twenties in Germany, France, U.S.S.R., and the U.S., the movement toward documentary practice in the thirties, and American experimental and personal film from the forties to the present. Major figures covered in this latter period include Deren, Brakhage, Baillie, Belson, the Whitneys, Hill, Snow, Pitt, L. Jordan, H. Smith, G. Nelson and Mekas.

THETR 377 Fundamentals of 16mm Filmmaking

Fall and spring. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance). Prerequisite: Theatre Arts 274 (or higher-level film studies course) and permission of instructor. Fee for maintenance costs, \$50 (paid in class). The average cost to each student for materials and processing is \$350.

M W F 2:15-4:25. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing the creative development of filmic ideas through critical discussion. Each student will complete a number of short film projects to explore narrative, experimental, documentary, animation, and abstract genres. A longer, final sound film project will be screened publicly.

[THETR 378 Soviet Film of the 1920s and French Film of the 1960s

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: Theatre Arts 375 is strongly recommended, but not required. Offered alternate years; not offered 1993-94. Next offered 1994-95.

T R 1:25-4:25. D. Fredericksen.

An intensive treatment of two distinct periods of innovation in film theory and history. Emphasis on the vital relationship between theory and practice in these two periods. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, Room, Godard, Truffaut, Resnais, Rohmer, Tati, Rouch and Bresson.]

THETR 379 Documentary Film from 1945 to present

Spring. 4 credits. Prerequisite: Theatre Arts 376 or permission of the instructor. Fee for screening expenses, \$10 (this fee is paid in class). Offered alternate years.

T R 1:25-4:25. D. Fredericksen.

Emphases on the contemporary documentary film as a sociopolitical force, as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of theoretical questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, Challenge for Change, direct cinema, cinema verite, revolutionary documentary of the Third World and feminist documentary. The scope is international.

[THETR 389 Luis Buñuel and the Cinema of Poetry (also Spanish Literature 379)

Spring. 4 credits. Taught in English. Films with subtitles. Not offered 1993-94.

Screenings to be arranged. A. Monegal. See Spanish Literature 379 for course description.]

THETR 396 German Film (also Comparative Literature 396 and German Studies 396)

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final.

T R 10:10-11:25. Screenings to be announced. D. Bathrick.

The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film, 1918-1933; Nazi film, 1933-45; postwar film, 1945-present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method of viewing and analyzing films.

THETR 402 Latin American and Latino Video (also Romance Studies 402 and Hispanic American Studies 402)

Spring. 4 credits. No knowledge of Spanish required.

C. Noriega.

See Romance Studies 402 for complete description.

[THETR 413 Film and Performance]

Fall. 4 credits. Prerequisite: permission of the instructors. Open to intermediate film and video students. Limited to 12 students. \$50 maintenance fee to be paid in class. Not offered 1993-94.

M. Rivchin and staff.]

THETR 475 Seminar in the Cinema I (also College Scholar Seminar)

Spring. 4 credits. Limited to twenty students. Offered alternate years.

T R 10:10-12:05. D. Fredericksen.

Topics for 1994: Jung, film, and the process of self-knowledge. "Know thyself": this has been called our culture's most enduring psychological need, and it has been frequently offered as the *raison d'être* for liberal studies. C. G. Jung's answer to how one might "know oneself" is based on his claim that "image is psyche"; his informing metaphor is depth. The seminar will trace the elaborations of this position in Jung, James Hillman, Russell Lockhart, Marion Woodman, and Murray Stein. It will also test the critical capacities of this position with respect to film images given us by Bergman, Fellini, Stan Brakhage, Gunvor Nelson, Suzan Pitt, Larry Jordan, Bruce Baille, and others. The manner in which Jung's claim might provide an archetypal and imaginal alternative to current approaches to liberal studies will be asked throughout the seminar; the nature of education will thereby become a central theme of the semester's work.

[THETR 476 Seminar in the Cinema II]

Spring. 4 credits. Prerequisite: THETR 274 or 375 or comparable experience in film analysis. Limited to twenty students. Offered alternate years; the 1995 topic will be announced in the 1994-95 catalog.

T R 9:05-12:05. D. Fredericksen.]

THETR 477 Intermediate Film and Video Projects I: Screenwriting and an Introduction to Sync Sound and Video Techniques

Fall. 4 credits. Limited to 6-10 students. Prerequisites: THETR 377; permission of both instructors; THETR 398 or THETR 498 are desirable. Playwriting or a creative writing course may be sufficient for those wishing to take 477 only. Fee: \$50 cinema maintenance fee. Costs: approximately \$250 for group project.

T R 2:30-4:25. M. Rivchin, R. Wilson.

The development of original screenplay ideas into producible form and an introduction to techniques of 16mm sync-sound directing, shooting, and editing. For projects that are narrative or documentary, students will each develop one 10-minute narrative screenplay or documentary treatment, a shooting script, and a budget. Students planning animation or experimental/abstract projects will develop full storyboards or alternative materials, as appropriate. Video cameras will be taught and used as a directing tool, and video editing will be introduced. The class will also produce one short, sync-sound group exercise through all 16mm film production stages to an optical print.

THETR 479 Intermediate Film and Video Projects II: Production and Post-Production

Spring. 4 credits. Limited to 6 students. Prerequisite: THETR 377 and completion of 477 and permission of instructor. Fee: \$50 cinema maintenance fee. Film projects cost: \$500 to \$2500; video \$200-\$500.

T R 2:30-4:25. M. Rivchin.

The production and editing of films or videos scripted in TA 477. After casting and rehearsals, students will work in two crews, rotating as directors, cinematographers, and sound recordists for each others' films and videos. Students will edit the films they write and direct and be individually responsible for all flatbed editing, sound track mixing, and lab work. Those working in video will learn video editing and mixing techniques. Films may be completed either as 16mm prints or video transfers for a public screening at the end of the semester.

THETR 493 Advanced Film Projects

Summer. 4 credits. Limited to 12 students. Prerequisite: TA 280, 281, or 377 or equivalent and permission of instructor. Maintenance fee, \$50.

M. Rivchin.

Students work in small crews to produce a short dramatic film and/or short documentary film, using synchronous sound filming and editing equipment and/or super-VHS video. Equipment is provided, but students must pay for film and processing (average cost, \$400) or videotape (average cost \$100).

THETR 653 Myth onto Film (also Anthropology 653)

Fall. 4 credits. Open to undergraduate and graduate students with permission of instructor. Enrollment limited by available studio space and equipment. Prerequisite: some knowledge of any one of the following: anthropology, filmmaking, mythology, graphics, drawing, and painting.

W 2-4:25. R. Ascher.

See Anthropology 653 for course description.

[THETR 699 German Film Theory (also German Studies 699 and Comparative Literature 699)]

Spring. 4 credits. Not offered 1993-94. Offered occasionally.

D. Bathrick.

This course will examine critically the writings of major German film theories from the Weimar period to the present. Works by Bela Balazs, Rudolf Arnheim, Siegfried Kracauer, Walter Benjamin, Theodor Adorno, Max Horkheimer, Alexander Kluge, H. J. Syberberg, Gertrud Koch, Thomas Elsaesser, and others will be read and discussed in light of the following considerations: What are the cultural and political contexts out of which these ideas emerge and how are these theories addressing these contexts? How do these theories relate to the work coming out of other national traditions at the same time or to current debates in feminist, formalist, postmodern, or poststructuralist film theory. There will be film showings.]

DANCE**THETR 123 Ballet I (also Physical Education 423)**

Fall and spring. 0 or 1 credit. Satisfies the PE requirement. Attendance at dance concerts is required. Theatre Arts and Physical Education registration at Teagle Hall only.

M W 11:20-12:50. B. Suber.

The fundamentals of classical ballet technique. Material covered includes all of the exercises at the barre, and elementary work in the areas of port de bras, adage and petite and grande allegro. The acceleration of the class is determined by the ability of the majority of the class.

THETR 124 Modern Dance I (also Physical Education 424)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement.

Attendance at dance concerts is required.

Fall. Sec. 01 M W 1:30-3:00. J. Kovar.

Sec. 02 T R 1:30-3:00. J. Chu. Spring.

Sec. 01 M W 1:30-3:00. J. Chu. Sec. 02

T R 1:30-3:00. J. Kovar.

The fundamentals of modern dance technique. Elementary dance movement phrases, with attention to rhythm, placement, and vitality of performance.

[THETR 125 Tap Dance I (also Physical Education 425)]

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement. Not offered 1993-94.

TBA. L. Strassberg.

Understanding of rhythm, coordination, sound emphasis, through basic tap steps.]

THETR 155 Rehearsal and Performance

Fall and/or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the dance program's auditions. Students should add this course only after they have been assigned roles. S-U grades only.

Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

[THETR 200 Introduction to Dance: Dancers and Choreographers]

Fall. 3 credits. Attendance at dance concerts is required. Not offered 1993-94.

T R 11:40-12:55. J. Chu.

This course will explore the nature of dance by focusing each week on a certain dancer and choreographer—including Taglioni *filles* and *père*, Nijinsky and Fokine, Farrell and Balanchine—and on dancers who were their own choreographers—including Duncan, Astaire, and Cunningham. In studying the relation of dancer and choreographer, we shall be exploring the relation of body and mind, sex and eros, self and other, self and self. With weekly screenings and selected criticism.]

THETR 201 Dance Improvisation

Fall. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required.

M W 6:30-8:00. J. Self.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course offers the possibility of "training" one's movement instincts to respond with lightness, humor, grace, and spontaneity. Solo and group forms are covered. Includes some dance history.

[THETR 209 Introduction to African Dance (also AS&RC 209) @]

Fall. 3 credits. Not offered 1993-94.

Staff.

An introduction to ancient African dance forms, origins, socio-economic and political significance; the state of the dances, changes and continuing relevance in contemporary times. This course will look at the evolution and significance of contemporary dance forms.]

THETR 210 Beginning Dance Composition and Music Resources

Spring. 3 credits. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through the department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required.

MW 6:45–8:45. Morgenroth and Fogelsanger.

Weekly assignments are designed to introduce students to basic elements of dance traditionally and currently used in the choreographic process. Problems are defined and explored through class improvisation as a way to encourage fresh, individual solutions. Students compose and present a series of short studies that are discussed and reworked before being performed at informal studio showings. The music resource faculty will introduce the class to contemporary music for modern dance and orient the class regarding problems and possibilities with sound collaborations. Students are required to attend campus dance activities for class discussion.

THETR 211 Dance Composition Workshop

Summer. 3 credits. Limited to 15 students. Staff.

Students learn about the elements of making and performing dances and prepare short studies each week based on material covered in class. Modern-dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's point of view. Viewings of films, videotapes, and live performances.

THETR 225 Tap Dance II (also Physical Education 425)

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall. Satisfies PE requirement. Prerequisite: permission of instructor. Attendance at dance concerts required.

MW 3:10–4:10. L. Strassberg. Applying tap steps to a more intricate expression of technique, while developing musicality and improvisational skills.

THETR 231 Ballet II (also Physical Education 431)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: permission of instructor. Satisfies the PE requirement. Attendance at dance concerts is required.

T R 3:10–4:40. B. Suber. An intermediate ballet class that is a continuation of Ballet I with intermediate work in the areas of port de bras, adage and petite and grande allegro. There is an emphasis on placement through muscular harmony.

THETR 232 Modern Dance II (also Physical Education 432)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: Modern Dance I or permission of instructor. Satisfies the PE requirement. Attendance at dance concerts is required.

Fall: T R 1:30–3:00. J. Chu. Spring: T R 1:30–3:00. J. Self.

A continuation of Modern Dance I, for students with at least a year of dance training. Practice of longer dance phrases, with attention to clarity of design, rhythm, and expression.

THETR 233 Explorations in Movement and Performance A (also Physical Education 440)

Fall and spring. 0 or 1 credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement. Attendance at dance concerts is required.

Fall: T R 4:50–6:20. Spring: M W 4:50–6:20. J. Self.

This course is a physically demanding exploration into a wide range of movement realms. Specific subjects covered are gendered movement, erotic power, spiritual power, music and movement, and ritual and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

THETR 304 Ballet III (also Physical Education 434)

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement. Attendance at dance concerts is required.

Fall M W F 4:50–6:20. Spring M W F 3:10–4:40. B. Suber.

Study and practice of classical ballet at an advanced level. Work is done on strengthening the body through harmonic muscular control combining Russian, Danish and American techniques.

THETR 305 Explorations in Movement and Performance B (also Physical Education 440)

Spring. 0 or 1 credit. Explorations A, dance improvisation or permission. May be repeated for credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement. Attendance to dance concerts is required.

T R 4:50–6:20. J. Self.

This course continues the investigations of Explorations A with special emphasis on performance and ritual. The class will create performance opportunities throughout the semester.

THETR 306 Modern Dance III (also Physical Education 436)

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance II or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement. Attendance at dance concerts is required.

Fall M W F 4:50–6:20. J. Self. Spring M W F 4:50–6:20. J. Morgenroth.

Advanced work with rhythm, placement, and phrasing for students who are prepared to refine technical skills of dancing. Students will be physically and mentally challenged by lengthy, complex phrases and will be expected to bring the instructor's material to life.

[THETR 307 Asian Dance and Dance Drama (also Asian Studies 307) @

Fall. 3 credits. May be repeated for credit. Section 1: Indian Dance, Section 2: Japanese Noh Theatre, Section 3: Indonesian Dance Theatre. Not offered 1993–94.

Staff.

Readings, lectures, and practice sessions. On Fridays there will be lectures, demonstrations, and discussions. Videotapes and films will be shown. The Monday and Wednesday classes will consist of learning basic movement vocabulary and dances. No previous experience in dance is necessary.]

THETR 308 Modern Dance IV (also Physical Education 438)

Spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance III or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement. Attendance at dance concerts is required.

T R F 4:50–6:20. J. Chu.

A continuation of, and supplement to, Theatre Arts 306/Physical Education 436.

[THETR 309 African Dance Aesthetics (also AS&RC 309) @

Spring. 3 credits. Prerequisite: TA and AS&RC 209 or permission of instructor. Attendance at dance concerts is required. Not offered 1993–94.

Staff.

An examination of African dance styles and forms within the cultural perspective of African peoples. Practical classes will consist of learning basic movement vocabulary, techniques, and dances, with lectures on the cultural world view of the people. Practical sessions will explore the dynamics of African dances as nonverbal artistic forms communicating a world view, with an end of semester studio showing.]

THETR 310 Intermediate Dance Composition and Music Resources

Fall and spring. 3–4 credits. Prerequisite: Theatre Arts 210. Attendance at dance concerts is required.

Fall, M 6:45–8 and hours to be arranged. J. Chu and A. Fogelsanger. Spring, TBA. J. Self.

The scheduled weekly meetings will be devoted to expanding the music vocabulary and skills of students through a survey of contemporary music for modern dance, discussion of the needs of musicians and choreographers in collaborations, and rhythmic studies. Students working on intermediate choreographic studies and projects to be presented in various performance situations. Work in progress will be critiqued by faculty and peers. Design problems in costuming and lighting will be approached, and students with particular interests in collaboration will have a forum in which to develop their ideas.

THETR 311 Intermediate Projects in Dance Composition

Fall and spring. 3–4 credits. Prerequisite: Theatre Arts 310. Attendance at dance concerts is required.

TBA. J. Self.

A continuation of Theatre Arts 310.

[THETR 312 Physical Analysis of Movement

Spring. 3 credits. Not offered 1993–94.

T R 1:25–2:40. J. Morgenroth.

This course is an examination of human movement with particular attention to dance

movement. Readings in texts on human anatomy, physiology, and kinesiology and in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.]

THETR 314 Classical Ballet History as a Reflection of Western Ideology

Fall. 4 credits. Attendance at dance concerts is required.

T R 1:25–2:40. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Consulting ballet texts as well as other less traditional sources and videotapes, the class will explore how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse. Included in this survey are the origins of classical ballet in the Renaissance court spectacles, the French Romantic and Russian Imperial periods, the revolution of the ballet stage fomented by Diaghilev's Ballets Russes at the turn of the century, and the "cross-over" post-modern choreographers Twyla Tharp and Mark Morris.

THETR 315 Western Dance History II: History of Modern Dance

Spring. 4 credits. Attendance at dance concerts is required.

T R 1:25–2:40. J. Chu.

This class will study the course of modern dance in the twentieth-century United States. We will examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy will be discussed.

[THETR 318 Historical Dances #

Spring. 2 credits. Prerequisite: Ballet II or Modern Dance II. Attendance at dance concerts is required. Not offered 1993–94. Staff.

A sampling of the social dances from the Renaissance to the present, with emphasis on pinpointing basic differences in movement styles and customs in the various periods. A major part of class time will be spent learning and performing the dances.]

THETR 410 Advanced Dance Composition I

Fall and spring. 3–4 credits. Prerequisite: Theatre Arts 310 and 311. Attendance at dance concerts is required.

Fall: TBA. J. Chu and B. Suber. Spring TBA. J. Self.

Students work on advanced choreographic problems, to be presented in performance. Work in progress will be critiqued by faculty on a regular basis.

THETR 411 Advanced Dance Composition II

Fall and spring. 3–4 credits. Attendance at dance concerts is required.

Fall: TBA. J. Chu and B. Suber. Spring TBA. J. Self.

A continuation of Theatre Arts 410.

[THETR 418 Seminar in History of Dance

Spring. 4 credits. Prerequisite: General knowledge of dance history recommended. Attendance at dance performances required. Not offered 1993–94. Staff.

Topic to be announced.]

THETR 490 Senior Paper in Dance

Spring. 4 credits. Prerequisite: Theatre Arts 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the student will write a senior paper in dance history, criticism, or theory.

THETR 491 Senior Project in Dance

Fall or spring. 4 credits. Prerequisite: THETR 410 or permission. This course is limited to senior dance majors only.

TBA. Staff.

Students who take this course will create a project in choreography and performance, dance film or video, dance pedagogy, or other appropriate area agreed upon with a member of the dance faculty. Senior projects that are to be performed, must be presented within one of the three regularly scheduled department concerts.

Tracks toward admission into the advanced undergraduate theatre program

Design, Technology, and Stage Management

Required for ALL individuals interested in a Design, Technology, or Stage Management track:

TA 250 Fundamentals of Theatre Design and Technology

TA 151 and 251 Production Lab I and II (at least one credit of each)

Required for Scenic Design emphasis:

TA 340 Theatrical Drafting and Technical Drawing Studio

TA 351 Production Lab III (as Design Assistant)

TA 354 Stagecraft Studio

TA 364 Scene Design Studio

Upon admission to the program: TA 451 Production Lab IV (at least 1 credit)

Required for Costume Design emphasis:

TA 254 Theatrical Make-up Studio

TA 351 Production Lab III (as Design Assistant)

TA 356 Costume Construction Studio

TA 366 Costume Design Studio I

Upon admission to the program: TA 451 Production Lab IV (at least 1 credit)

Required for Lighting Design emphasis:

TA 252 Technical Production Studio I

TA 351 Production Lab III (as Student Electrician)

TA 351 Production Lab III (as Design Assistant)

TA 362 Lighting Design Studio I

TA 462 Lighting Design Studio II

Upon admission to the program: TA 451 Production Lab IV (at least 1 credit)

Required for Sound Design emphasis:

TA 252 Technical Production Studio I

TA 351 Production Lab III (as Student Sound Technician)

TA 351 Production Lab III (as Design Assistant)

TA 368 Sound Design Studio

Upon admission to the program: TA 451 Production Lab IV (at least 1 credit)

Required for Technical Direction emphasis:

TA 252 Technical Production Studio I

TA 256 Technical Production Studio II

TA 340 Theatrical Drafting and Technical Drawing Studio

TA 351 Production Lab III (as Assistant Technical Director)

TA 354 Stagecraft Studio

Upon admission to the program: TA 451 Production Lab IV (at least 1 credit)

Required for Stage Management emphasis:

TA 253 and **TA 353** Stage Management Lab II and III

TA 280 Introduction to Acting

TA 370 Stage Management Studio

TA 398 Fundamentals of Directing I

Upon admission to the program: TA 453 Stage Management Lab IV (at least 1 credit)

Acting

Required for ALL individuals interested in an acting track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

Required for Acting emphasis:

THETR 281 Acting I

THETR 282 Introduction to Voice and Speech for Performance

or

THETR 284 Speech and Dialects for Performance

THETR 380 Acting II

Be accepted into THETR 381 Acting III

Directing

Required for ALL individuals interested in a directing track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 398 Directing I

THETR 498 Directing II

Playwriting

Required for ALL individuals interested in a playwriting track:

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

Required for Playwriting emphasis:

THETR 348 Playwriting

THETR 349 Advanced Playwriting

Students in the advanced undergraduate training program may also elect to take TA 485 (Undergraduate Internship) in addition to or in place of one production assignment.

TURKISH

See Department of Near Eastern Studies.

UKRAINIAN

See Department of Modern Languages and Linguistics.

URDU

See Department of Modern Languages and Linguistics, under "Hindi."

VIETNAMESE

See Department of Modern Languages and Linguistics.

WOMEN'S STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

WRITING PROGRAM

See John S. Knight Writing Program, p. 325.

YIDDISH

See Department of Near Eastern Studies.

YORUBA

See Department of Modern Languages and Linguistics.

SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

Africana Studies and Research Center

L. Edmondson, director (255-5218); A. Adams (on leave), N. Assié-Lumumba, B. Blacksher, W. Branch (on leave, spring 1994), V. Carstens, W. Cross, S. Greene, R. Harris, A. Mazrui, A. Nanji, D. Ohadike, J. Turner. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and Swahili languages including Swahili, Yoruba, and Mandinka.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and Afro-American), through the university's Graduate School.

A student may major in Africana studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the

center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (*) and geographical breadth (@) requirements, such as freshman writing seminars, language (Swahili), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a lecture series, and houses its own library.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the Afro-American and African experiences. Because of the comprehensive nature of the program, it is to the students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or Afro-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 231, 290, 360, and 431. Beyond the core courses, the student must take 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. Within this selection the student must take at least one of the following AS&RC courses: 203, 204, 283, or 301. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Adams, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and

Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Adams (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

Honors. The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of the following distribution requirements:

Social sciences: AS&RC 171, 172, 190, 191, 208, 231, 280, 290, 301, 302, 344, 345, 346, 351, 352, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 551, 571.

History: AS&RC 203, 204, 205, 283, 344, 350, 360, 361, 370, 381, 405, 460, 471, 475, 482, 483, 490, 510.

Humanities: AS&RC 202, 211, 219, 422, 425, 431, 432, 450, 455, 525.

Expressive arts: AS&RC 209, 285, 303, 425, 430.

Freshman writing seminars: AS&RC 100.

Language Requirement

Swahili fulfills the College of Arts and Sciences language requirement. Successful completion of AS&RC 131, 132, 133, and 134 provides qualification in Swahili. Successful completion of AS&RC 202 gives proficiency in Swahili. Africana majors are not required to take Swahili, but the center recommends the study of Swahili to complete the language require-

ment. Yoruba and Mandinka courses cross-listed with DMLL Yoruba and Mandinka courses also fulfill the language requirement.

Courses

AS&RC 121 Sec 01 Beginning Yoruba (also YORUB 121)

Fall. 4 credits.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

AS&RC 121 Sec 02 Elementary Mandinka (also MANDI 121)

Fall. 4 credits.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

AS&RC 121 Sec 03 Elementary Zulu (also ZULU 121)

Fall. 4 credits.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

AS&RC 122 Sec 01 Beginning Yoruba (also YORUB 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 01.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

AS&RC 122 Sec 02 Elementary Mandinka (also MANDI 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 02.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

AS&RC 122 Sec 03 Elementary Zulu (also ZULU 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 03.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

AS&RC 123 Sec 01 Continuing Yoruba (also YORUB 123)

Fall. 4 credits. Prerequisite: AS&RC 121 & 122, Sec. 01.

V. Carstens and staff.

Building on AS&RC 121-122 this is an all-skills course with a functional emphasis. Class will be conversational.

AS&RC 123 Sec 02 Continuing Mandinka (also MANDI 123)

Fall. 4 credits. Prerequisite: AS&RC 121 & 122, Sec. 02.

V. Carstens and staff.

Building on AS&RC 121-122 this is an all-skills course with a functional emphasis. Class will be conversational.

AS&RC 123 Sec 03 Continuing Zulu (also ZULU 123)

Fall. 4 credits. Prerequisite: AS&RC 121 & 122, Sec. 03.

V. Carstens and staff.

Building on AS&RC 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.

AS&RC 131 Swahili

Fall. 4 credits.

A. Nanji.

Beginner's Swahili. Part 1—Grammar.

Requires no knowledge of language.

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131.

A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills help develop the student's comprehension. Swahili tapes are highly used.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132.

A. Nanji.

Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. Prerequisite: Swahili 133.

A. Nanji.

In this course of the sequence more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits.

W. Cross.

Survey of key psychological dimensions of the Black experience, covering such issues as (1) Race and Intelligence; (2) Black Identity; (3) Black Family Structure; (4) Black English; (5) Black Middle Class; and (6) Nature of Black Psychology.

AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues

Spring. 3 credits.

W. Cross.

This is a course will be devoted to the history of Black education along with contemporary issues in Black education, such as the struggle for Black Studies, the development of independent Black schools, and problems of public schools in Black communities.

[AS&RC 190 Introduction to Modern African Political Systems @

4 credits. Not offered 1993-94.]

AS&RC 191 Africa: The Continent and Its People @

Fall. 3 credits.

L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery

to the present), its impact on the emerging world order, and its contribution to world civilization will also be explored.

AS&RC 202 Swahili Literature @

Fall. 4 credits. Prerequisite: Swahili 134.

A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

AS&RC 203 Sec 01 Intermediate Yoruba (also YORUB 203) @

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01.

V. Carstens and staff.

Intermediate conversation, grammar and composition.

AS&RC 203 Sec 02 Intermediate Mandinka (also MANDI 203) @

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01.

V. Carstens and staff.

Intermediate conversation, grammar and composition.

AS&RC 203 Sec 03 Intermediate Zulu (also ZULU 203) @

Spring. 4 credits. Prerequisite: AS&RC 123, Sec. 03.

V. Carstens and staff.

Intermediate conversation, grammar and composition.

AS&RC 204 History and Politics of Racism and Segregation

Fall. 4 credits.

S. Greene.

The course will deal with historical and/or contemporary patterns of racism and segregation using South Africa and the United States as case studies. The study will be undertaken within a theoretical framework that broadly defines racism and segregation and their implication.

AS&RC 205 African Civilizations and Culture #@

Spring. 3 credits.

D. Ohadike.

May be used for history requirement. This course is concerned with the development of African civilizations and cultures from the earliest times to the present day, together with their contributions to world history. The aim is to promote the understanding of Africa and the appreciation of its cultural forms through the study of the continent's social, political, and economic structures. The approach is multidisciplinary. The course deals with the civilizations of North Africa, the Nile Basin, and Ethiopia (examples: Carthage, Egypt, Kush, and Meroa); the kingdoms and empires of Sub-Saharan Africa (examples: Ancient Ghana, Mali, Songhai, Oyo, Benin, Kongo, and Nwene Mutapa); African kinship systems; religions; healing systems, music, political philosophy, and mechanisms of social control. The course also looks at the impact of Islam and Christianity on the development of African cultures.

[AS&RC 208 Gender, Race, and Medical "Science" @

3 credits. Not offered 1993-94.]

[AS&RC 211 West Indian Literature from Abroad @

3 credits. Not offered 1993-94.

A. Adams.

"Writing home": writing by West Indians who have emigrated to North America, Europe, or Africa, but whose cultural, social, psychological

cal, spiritual center of gravity remains the Caribbean (or its transplanted manifestation in the new domicile). Whether experienced as "exile," as with Lamming, "loneliness," as with Selvon, or as a search for the diasporic connection with the continent of ancestry, as with Conde, the West Indian literary artist abroad is, in some form, "writing home."]

[AS&RC 219 Issues in Black Literature]
4 credits. Not offered 1993-94.]

AS&RC 220 Women of Africa and of the Diaspora in Liberation Movements (also Women's Studies 220) @
Fall. 3 credits.

N. Assié-Lumumba.
This course deals with women of Africa and of the African diaspora in liberation movements. The themes will include anti-slavery struggles in the Americas and the Caribbean, anti-colonization and decolonization movements, and anti-apartheid struggles in Africa. These movements, the women who participated in them, and especially the women who led them will be discussed within the broader historical socioeconomic, political, and cultural contexts.

AS&RC 231 African American Social and Political Thought

Spring. 3 credits. Offered in alternate years.
J. Turner.

This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

AS&RC 271 Introduction to African Development (also City and Regional Planning 271 and Government 271) @

Spring. 3 credits.

This course will consider diversity within Africa; colonial/post-colonial legacy; tensions between "center" and "periphery" within countries; key linkages among agriculture, food, nutrition, and poverty; significance of human resources (health, education, and women's role in development); pressures on natural resource base; links to the international economy.

AS&RC 280 Racism in American Society
Fall. 3 credits.

D. Barr and J. Turner.
This course will be a topical treatment of the history and theory of racism in the United States. The course will begin with an examination of basic concepts and theories of racism. From there we will examine the history of racial groups in America, African-Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention will be paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the

differences and intersections of race, class, gender, and ethnicity.

[AS&RC 283 Black Resistance: South Africa and North America]
4 credits. Not offered 1993-94.]

AS&RC 285 Black Theater and Dramatic Literature

Fall. 3 credits.

W. Branch.

This course is an introduction to the history of literature of Black American Drama. It also provides an opportunity for students to cultivate an interest in individual and group presentation of Black dramatic materials. Students who successfully complete this course will be granted preference for the limited enrollment in AS&RC 425 (Advanced Seminar in Black Theatre and Dramatic Literature), which produces a public performance in the spring.

AS&RC 290 The Sociology of the African-American Experience

Fall. 3 credits.

J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. This course is required for all undergraduate students majoring at the Africana Center.

AS&RC 301 Oppression and the Psychology of the Black Social Movement

Spring. 4 credits.

W. Cross.

May be used for Social Science requirement.

The focus of the course will be conversion experiences within the context of social movements. The development of political groups (for example, Black Panther Party) and outstanding activist-intellectuals (such as Malcolm X) are used as reference points for discussion of social movement theory.

[AS&RC 302 Social and Psychological Effects of Colonialization and Racism]

4 credits. Not offered 1993-94.]

[AS&RC 303 Blacks in Communication Media]

Spring. 3 credits. Not offered 1993-94.

W. Branch.

The focus is on the general theory of communications, the function of media in an industrialized society, and the social, racial, and class values implied in the communication process. There is a term paper, and the screening of significant American and Third World films.]

AS&RC 310 Art in African Culture and Society

Fall. 3 credits.

S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art will be explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies

will be used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation will also be explored. These include tourist art, popular art, and elite art.

AS&RC 311 Government and Politics in Africa @

Fall. 3 credits.

A. Mazrui.

Power and political participation in Africa. The colonial background and its political consequences. The pre-colonial continuities in the post-colonial politics. Ethnicity and allegiance in the African polity. The monarchical tendency in African political culture. From the warrior tradition to the military coup in the post-colonial era. From the elder tradition to presidential gerontocracy. From the sage tradition to intellectual meritocracy. Class *versus* ethnicity in African politics. The one-party *versus* the multiparty state. Socio-cultural *versus* socio-economic ideologies. The gender question in African politics. The soldier and the state. The African political experience in a global context.

[AS&RC 344 Neocolonialism and Government in Africa (The Politics of Public Administration) @]

4 credits. Not offered 1993-94.]

[AS&RC 345 Afro-American Perspectives in Experimental Psychology (also Psychology 345)]

3 or 4 credits. Prerequisite: an introductory course in psychology or AS&RC 171. Not offered 1993-94.]

[AS&RC 346 African Socialism and Nation Building @]

4 credits. Not offered 1993-94.]

[AS&RC 350 The Black Woman: Social and Political History]

3 credits. Not offered 1993-94.]

[AS&RC 352 Pan-Africanism and Contemporary Black Ideologies @]

4 credits. Not offered 1993-94.]

[AS&RC 360 Ancient African Nations and Civilizations #@]

3 credits. Not offered 1993-94.]

AS&RC 361 Introduction to Afro-American History (from African Background to the Twentieth Century) #

Fall. 3 credits.

R. Harris.

Surveys the transition of Africans to America through the process of enslavement and their transformation into Afro-Americans. Explores the transition from slavery to freedom through the process of emancipation and the transformation of Afro-Americans from chattel slaves into rural peasants. Its purpose is to understand the internal dynamics of the Black experience from African origins to the age of segregation.

AS&RC 370 Afro-American History: The Twentieth Century

Spring. 3 credits.

R. Harris.

Examines the transition of Afro-Americans from countryside to city through the process of migration and urbanization and their transformation into industrial laborers. Probes the transition from segregation to civil rights

through the process of protest and the transformation of Afro-Americans from second-class into first-class citizens. The purpose is to understand historical antecedents for the current socioeconomic, political, and cultural status of Afro-Americans.

AS&RC 380 African History: Earliest Times to 1800 #@

Fall. 3 credits.

S. Greene.

This course covers the history of Africa from the origins of humankind, through the emergence of small-scale societies and state systems, such as Egypt, Meroe, Mali, Bunyoro, the Swahili city-states and the Luba-Lunda complex, that had regional and international significance. Emphasis is placed on understanding the way in which historic ecological conditions, political developments, and religious change affected gender, class, and ethnic relations within these societies and their relations with other societies. The course also examines Africa's interaction with Islamic and European cultures up to 1800.

AS&RC 381 Contemporary African History @

Spring. 3 credits.

D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. Important topics include the impact of Atlantic slave trade and its ending, European scramble and partition of Africa, resistance to European colonial conquest, African societies in the colonial period, independence and liberation movements, the rise of military regimes, Africa's relations with the rest of the world (especially with the USA, Western Europe, the Soviet Union and the Arab World), the new spiritual imperialism and religious conflicts, the IMF and the debt Crisis.

[AS&RC 382 Comparative Slave Trade of Africans in the Americas #

3 credits. Not offered 1993-94.]

[AS&RC 400 Political Economy of Ideology and Development in Africa @

4 credits. Not offered 1993-94.]

[AS&RC 405 Political History of the Age of Booker T. Washington and W. E. B. DuBois

4 credits. Not offered 1993-94.]

[AS&RC 410 Black Politics and the American Political System

Spring. 4 credits. Not offered 1993-94; next offered 1994-95.

J. Turner.

The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course will conduct a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people will be analyzed. Critical historical stages in the process of Black politics will be examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets will center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations

including Black Republicans/conservatives will constitute the emphasis on contemporary events. The course will review the development of the literature in African American politics.]

[AS&RC 411 African Americans and Jewish Americans: Identities, Parallels and Conflicts (also German Studies 411)

Spring. 4 credits. Not offered 1993-94.

W. Cross and S. Gilman.

The course will explore the identity issues affecting both groups and their interactions. It will focus on the cultural politics of both Jewish Americans and African Americans together with an analysis of their conflicts. An important secondary concern will be how gender definitions affect both groups. Further issues will deal with the broader question of "nationalism" and the myth of dual identity (Africa/Israel); the role urban identity has assumed in late twentieth-century America in defining as well as being defined by both groups. This is of interest as the urbanization of Jewish Americans and African Americans occurred over the first half of the twentieth century. A constant emphasis will be on parallels, intersections, and differences.]

AS&RC 420 Public Policy and the African American Urban Community

Spring. 4 credits.

J. Turner.

The socioeconomic conditions of the African American urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the African American population. The changing configuration of internal organization of the African American community nationally will be examined.

AS&RC 422 African Literature @

Fall. 4 credits.

Women writers of Africa will be the focus of attention in this course. Questions of gender as well as complementary issues of equal importance in the artistic vision and expression of the woman writer in Africa will be considered in the works of Mariama Ba, Ama Ata Aldoo, Buchi Emecheta, Aminata Sow Fall, Bessie Head, as well as some "newer" writers. All works will be read in English.

[AS&RC 425 Advanced Seminar in Black Theater and Dramatic Literature

Spring. 4 credits. Enrollment limited. Not offered 1993-94.

W. Branch.

This course will be devoted to the study, rehearsal, production, and public performance of a play or plays drawn from the annals of Black American dramatic literature. Students will participate in all the various phases and categories of theatrical production, from acting to production crews to theater group management. A field trip to a Black Theater attraction in New York City will also be arranged if possible. Students who have successfully completed AS&RC 285 (Black Theater and Dramatic Literature) will be granted preference for the limited enrollment in this course.]

AS&RC 430 African American Creative Writing Seminar

Fall. 4 credits.

W. Branch.

A limited number of students who have expressed both interest and aptitude in creative writing will have the opportunity to concentrate on the production of a piece of

writing in either fiction or drama that proceeds from an Afro-centric wellspring. In addition, students will gain critical standards of evaluation through the examination and discussion of "role-model" materials from African American literature and drama as well as considerations of the work of their fellow students in the seminar.

[AS&RC 431 History of Afro-American Literature

4 credits. Not offered 1993-94.]

AS&RC 432 Modern Afro-American Literature

Spring. 4 credits. Offered alternate years.

A study of fiction by Black writers, focusing on the political and sociological component that influenced the development and growth of Black writing in relationship to literary themes and attitudes current in specific periods and movements from post-World War I to the present.

AS&RC 438 African and African-American Women: Biographical/Autobiographical Sketches

Fall. 4 credits.

M. Mugo.

A detailed, comparative study of the form and content through which women of African origin in Africa and America have defined themselves/been defined, using biographies/autobiographies, will be the course's primary objective. Selected readings will include: Harriet Tubman, Maya Angelou, Angela Davis, Assata Shakur, Njeri Itabaki, Nawal El Saadawi, Winnie Mandela, Caesarira Kona Makhoera, and Tsitsi Dangarembga. The course will mainly be conducted through presentation of seminar papers and discussion.

AS&RC 451 Politics and Social Change in the Caribbean @

Spring. 4 credits.

L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces bearing on the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States in the context of the East-West conflict and its position in the Third World in the context of the North-South cleavage.

[AS&RC 455 Modern Caribbean Literature @

4 credits. Not offered 1993-94; next offered 1994-95.

This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.]

[AS&RC 460 African Philosophy and the Origins of Major Western Religions #@

4 credits. Not offered 1993-94.]

AS&RC 471 Black Emancipation in Comparative Perspective (also History 471) #

Spring. 4 credits.

D. Ohadike.

This course will explore the black emancipation experiences in comparative perspective. Primary emphasis will be on Africa and the United States; secondary focus will be the Caribbean and Latin America. The African component will investigate social consequences of emancipation, the transformations that accompanied that process, and experiences of ex-slaves. Perspectives on the Americas will include the complexities of emancipation, its socio-economic results and the legacy of race relations.

AS&RC 475 Black Leaders and Movements in Afro-American History

Fall. 4 credits.

R. Harris.

Analyzes the personalities, ideas, and activities central to the struggle for Afro-American liberation from the eighteenth-century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among Afro-Americans.

AS&RC 478 The Family and Society in Africa (also Women's Studies 478) @

Fall. 4 credits.

N. Assiè-Lumumba.

The family as a social institution is structured according to socioeconomic, historical, political, and cultural specificities. In this course the topics to be discussed include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, sex roles, and class differences. The course will also deal with the impact of industrialization and westernization on the structure of the family in Africa. Examples will be drawn from urban and rural communities.

AS&RC 479 Women & Gender Issues in Africa (also Women's Studies 479) @

Spring. 3 credits.

N. Assiè-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, economically active and independent, possessing an identity independent of men. In this seminar we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies, the impact of colonial policies on the status and position of women, gender and access to schooling, women's participation in the economy and politics, the attitudes of African women toward feminism, and the 1985 NGO and the United Nations Nairobi Conferences on women.

[AS&RC 481 Peoples, Culture and Sociology of Caribbean @

4 credits. Not offered 1993-94.]

[AS&RC 482 African Labor History @

Spring. 4 credits. Not offered 1993-94.

D. Ohadike.

This is an investigation of African labor history from pre-colonial to post-colonial times. Its aim is to chart the main course of African labor transformations and their impact on the continent's economic, political, and social developments. The course begins with an examination of the basic theory of labor and the concept of an African mode of production. It then goes on to survey pre-colonial African labor history, together with the international labor migrations. Finally, it examines colonial and post-colonial labor exploitation, transition to wage labor, female labor, and trade unions.]

AS&RC 483 Themes in African History #@

Fall. 4 credits.

S. Greene.

Designed to expose students to particular aspects of African history and historiography using, when necessary, work done in auxiliary disciplines. This year's theme, "Culture Contact and Cultural Transformations in Precolonial Africa" explores through case studies the precolonial interactions in ideas, peoples, and cultures; societal factors influencing the acceptance or rejection of new cultural forms; the extent to which the acceptance of new cultural forms affected relations of power, prestige, and gender, institutionally and materially.

[AS&RC 484 Politics, Conflict, and Social Change in Southern Africa @

Fall or spring. 4 credits. Offered alternate years. Not offered 1993-94.

L. Edmondson.

The focus is on ongoing conflicts and transformations in South Africa and the salient issue of U.S. relations with that country. Topical emphases include the heightening contradictions of apartheid; the rising tide of Black resistance; women under and against apartheid; South Africa's relations with its neighbors; geopolitical, economic, and racial dimensions of the American connection; the disinvestment-divestment debate; the rise, fall, and consequences of the Reagan administration's "constructive engagement" policy; the prospects for transition to a nonracial democracy. Instructor's lectures will be supplemented by films and class discussions.]

[AS&RC 485 Racism, Social Structure, and Social Analysis Seminar

4 credits. Not offered 1993-94.]

[AS&RC 490 Advanced Reading and Research Seminar in Black History

4 credits. Not offered 1993-94.]

[AS&RC 495 Political Economy of Black America

4 credits. Not offered 1993-94.]

AS&RC 498-499 Independent Study

498-fall; 499-spring.
Hours to be arranged. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

[AS&RC 500 Political Theory, Planning, and Development in Africa @

4 credits. Not offered 1993-94.]

AS&RC 501 Global Africa: Comparative Black Experience @

Spring. 4 credits.

A. Mazrui.

This seminar will address two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. African-Americans are in their majority part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course will address these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; Comparative Quest for Global Equality.]

AS&RC 503 African Aesthetics

Fall. 4 credits.

S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course will offer a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how African aesthetics has been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies will be used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change will also be explored.

AS&RC 505 Workshop in Teaching about Africa @

1-4 credits. Prerequisites: graduate standing or permission of instructor. Offered alternate years.

AS&RC 510 Historiography and Sources: The Development of Afro-American History

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor.

R. Harris.

Studies the way Black historians in particular have explained the Afro-American past. Examines the development of writing on Afro-American history from the earliest writers to the present. Seeks to determine the principles for interpreting Afro-American history. Acquaints participants with the methodologies and sources central to understanding the Afro-American experience.

[AS&RC 515 Comparative Political History of the African Diaspora @

Fall. 4 credits. Prerequisite: upperclass or graduate standing or two of the following courses: AS&RC 203, 204, 283, 360, 361, 475, 484, 490. Offered alternate years. Not offered 1993-94.

Staff.]

AS&RC 520 Historical Method, Sources, and Interpretation

Fall or spring. 4 credits. Prerequisite: upperclass or graduate standing or two of the following courses: AS&RC 203, 204, 361, 475, 484, 490. Offered alternate years.
Staff.

[AS&RC 530 Womanist Writing in Africa and the Caribbean @

Fall. 4 credits. Not offered 1993-94.

M 1:25-3:55. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, W. Mandela. (Francophone works may be read in the original by individuals who so desire.)]

[AS&RC 550 Transnational Corporations in Africa and Other Developing Countries

4 credits. Not offered 1993-94.]

AS&RC 571 Graduate Seminar in Black Psychology

Fall. 4 credits. Prerequisite: permission of instructor.

R 9:05-12:05. W. Cross.

This is an upper-level undergraduate and graduate seminar devoted to psychological issues in the Afro-American experience. This seminar will examine the theoretical and empirical literature of Black family-kinship systems and Black self-concept.

AS&RC 598-599 Independent Study

598-fall; 599-spring. Variable credit. For all graduate students.

AS&RC 698-699 Thesis

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

Agriculture, Food, and Society Concentration

A. G. Power, coordinator; G. Altschuler, M. M. Devine, emeritus; M. J. Esman, J. Fessenden MacDonald, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. F. Lynch, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspective. The concentration draws on courses in several colleges—in particular the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from

which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

Basic Requirements

The requirements for the Agriculture, Food, and Society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar BioS/B&Soc/S&TS 469, Agriculture, Food, and Society; plus a minimum of five courses and 15 credits of electives drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement). These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&Soc/BioSci/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

American Indian Program

R. LaFrance, director (300 Caldwell Hall, 255-6587)

The American Indian Program (AIP) is a multidisciplinary, intercollege program consisting of academic, research, extension, publications and student support components.

Academic component. The AIP includes a range of courses that enhance students' understanding of the unique heritage of North American Indians and of their relationship to other peoples in the United States and Canada. Students are challenged by such topics as the sovereign rights of Indian nations and the contemporary relevance of Indian attitudes toward the environment. The program's instructional core consists of

courses focusing on American Indian life with an emphasis on the Iroquois and other Indians of the Northeast. Core courses are supplemented by a variety of offerings in several different departments.

Concentration. The AIP offers a concentration in American Indian Studies to undergraduate students in conjunction with their majors defined elsewhere in the university. The concentration will be earned upon completion of five courses—Rural Sociology 100 (Introduction to American Indian Studies) and Rural Sociology 175 (Issues in Contemporary American Indian Societies) plus three other courses selected from the AIP course listing below—for a total of at least 15 credits.

Students choosing a concentration in American Indian Studies should consult with the AIP's Director of Undergraduate Studies: D. H. Usner, Department of History, 322 McGraw, 255-6753.

Student Support. The student support staff assist Native American students in completing an enriched Cornell education by coordinating academic tutoring, financial aid, personal counseling, and other student services. Akwe:kon, the American Indian Program residence house, is one option available for students interested in a living environment that promotes intercultural exchange.

Research. Research priorities include Indian education, social and economic development, agriculture, environmental issues and cultural preservation. This research, which has serious implications in Indian communities, will be of interest to non-Indian and Indian graduate students.

Outreach. The AIP's Outreach unit seeks to develop solutions to problems identified by Indian communities. In this way the AIP can facilitate the application of institutional expertise and resources to community needs.

Publications and public relations. AIP publishes its own multidisciplinary journal, *Akwe:kon Journal*, and sponsors conferences, guest lectures, and forums on important local, national, and international Indian issues. AIP also contributes articles and information to the national Indian press.

COURSE OFFERINGS

For full descriptions and schedules of the following courses, consult the individual departmental listings.

ANTHR 230 Cultures of Native North America @ #

ANTHR 354 The Peopling of America @ #

ANTHR 663 Hunters, Gatherers, and the Origins of American Agriculture @ #

ANTHR 665 Native American Contributions to Anthropological Thought

CRP 360/666 Pre-industrial Cities and Towns of North America #

CRP 363/547 American Indians, Planners, and Public Policy

ENGL 168 FWS Sovereignty Issues: American Indian Literature and History

ENGL 260 Topics in American Indian Literature

ENGL 669 Critical Approaches to American Indian Autobiography

- HIST 209 Political History of American Indians in the United States #
- HIST 276 American Indian History, 1500–1850 #
- HIST 277 American Indian History since 1850
- HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #
- HIST 429 American Indians in the Eastern United States
- HIST 624 Graduate Seminar in American Indian History
- R SOC 100 Introduction to American Indian Studies
- R SOC 175 Issues in Contemporary American Indian Societies
- R SOC 318 Ethnohistory of the Iroquois #
- R SOC 440 Social Impact of Rapid Resource Development
- R SOC 442 American Indian Philosophies: Selected Topics

Independent Study

Independent study courses can be arranged with American Indian Studies faculty in their respective departments.

Center for Applied Mathematics

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, 504 Engineering and Theory Center.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center on page 15.

Asian American Studies Program

The Asian American Studies Program is a university-wide program within the College of Arts and Sciences. Its aim is to promote teaching, research, and cultural activities related to Americans of Asian heritage. The program functions as a teaching and resource center to serve the educational needs of the general Cornell community as well as those of the Asian American community. It is intercollegiate in nature with links to all the schools and colleges of the university. The teaching program offers a number of broad basic courses dealing with the Asian American experience that are offered in any of the participating colleges, depending on content and faculty affiliation. It encourages the incorporation of more specific Asian American content into the mainstream curriculum of the

university by providing financial resources and substantive support to faculty members interested in developing new courses and adding pertinent materials to existing courses. The Course Development Grants Program has been established for this purpose. The staff in the program will work toward establishing one or more academic concentrations in the future.

Research

The research program encourages and stimulates research on Asian American topics by functioning as a resource and activity center for its affiliated members as well as the general Cornell community. It sponsors activities designed to facilitate dialogue and interchange among faculty from a variety of disciplines and strives to promote collaborative research among its members. To this end, the Research Grants Program has been instituted to provide seed money to faculty and students for research on Asian American topics.

Art and Culture

The third dimension of the program is to foster and promote Asian American culture and art. The program functions as a resource center and a place for social interaction among Asian American students and members of the Cornell community. In this capacity the program sponsors events aimed not simply at enhancing Asian American students' sense of identity but also at developing an appreciation for the creative aspects of the heritage of Asian Americans among all members of the Cornell community.

Affiliated Faculty

Gary Y. Okihiro, director; M. L. Barnett (Rural Sociology and Asian Studies), T. Chaloeintiarana (Southeast Asia Program), P. Chi (Consumer Economics and Housing), M. C. Chou (Asian Studies), J. W. Cody (City and Regional Planning), B. de Bary (Asian Studies), J. V. Koschmann (History), L. C. Lee (Human Development and Family Studies), D. R. McCann (Asian Studies), J. McRae (East Asian Religions), T. L. Mei (Asian Studies), V. Nee (Sociology), G. Okihiro, (History), R. E. Ripple (Education), N. Sakai (Asian Studies), P. S. Sangren (Anthropology), R. J. Smith (Anthropology), K. W. Taylor (Asian Studies), S. Wong (English), M. W. Young (History of Art)

Courses

AAS 110 Introduction to Asian American Studies

Spring. 3 credits.

T R 11:40–12:55. TBA.

Interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage will be given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

AAS 213 Asian American History (also History 213)

Fall. 4 credits.

T R 1:25–2:40. G. Okihiro.

Comparative introductory history of Asian Indians, Chinese, Filipinos, Japanese, and Koreans in the U.S. from 1850 to World War

II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian American resistance.

AAS 262 Asian American History (also English 262)

Fall. 3 credits.

T R 10:10–11:25. S. Wong.

This course will introduce students to the wide range of writings by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problem of defining an Asian American literary tradition.

[AAS 350 The Art and Politics of Defining the Self in Media Images (also Theatre Arts 350)]

Spring. 3 credits. Not offered 1993–94.

The focus of this course is an exploration of the way films deal with the representation of people of poor within the American experience. Through the analysis of selected films and class discussions we will explore filmic representations of history, culture, class, gender, and identity.]

[AAS 385 Verse Writing (also English 385)]

Not offered 1993–94.

This course will have two foci. One will be an unusual selection of traditional, modernist, and contemporary East Asian and American expansions of poetical "form" that students will use as models (or irritants) for their own experiments. Poets whose work we will look at include Matsuo Basho, C. K. Williams, classical Buddhist exegetes, Theresa Cha, and Yi Sang, among others. Secondly, as we explore these forms, we will reexamine some of our basic assumptions about what it means to write "contemporary" poetry. Those wishing to enroll in this class should bring a sample of poems to our first meeting.]

[AAS 412 Undergraduate Seminar in Asian American History (also History 412)]

Spring. 4 credits. Not offered 1993–94.

W 2:30–4:25. G. Okihiro.

A reading and research seminar that will cover various topics in Asian American history. The topic will be the idea of the "yellow peril" in European and American thought.]

[AAS 435 Asian American Images in Film

3 credits. Prerequisite: AAS 110 or permission of instructor. Not offered 1993–94.

Staff.

Examination of images of Asians in American film and television productions within their historical and socio-cultural contexts. Use of film and media theory to assess the impact of those images on both Asian and non-Asian American viewers. Students will be challenged to create, in video or on paper, images that avoid stereotypes and depict more realistically the Asian American experience.]

[AAS 465 Identity and Personality (also HDFS 465)]

Not offered 1993–94.

The seminar will review psychological theory and research dealing with Asian Americans. Topics such as family and kinship patterns, personality and identity issues, academic performance and achievement, immigration and adjustment, etc., will be examined within

the context of the various Asian ethnic cultures and American society.]

AAS 478 Self and Nation in Asian-American Literature (also English 478)

Spring. 4 credits.

T R 2:55–4:10. S. Wong.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry and drama by Chinese American, Filipino American, Japanese American and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.

AAS 495 Independent Study

Fall or spring. 1–4 credits.

Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

[AAS 611 Asian Americans, Civil Rights, and the Law (also Law 610)]

Next offered fall 1993.

Examination of major immigration and civil rights laws and Supreme Court cases that have affected Asian Americans. Topics include America's immigration policy, alien land laws, and Asian American community development; Japanese Americans and World War II and the redress and reparations movement; Asian women; Asian labor; voting rights and Asian American empowerment; anti-Asian violence and the criminal justice system; equal educational opportunity and affirmative action; and language rights and the "English only" initiatives. Comparative review of Asian Americans and other ethnic minorities within the American legal system.]

Biology and Society Major

S. Jasanoff, chair; A. G. Power, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences; V. Utermohlen, advising coordinator, College of Human Ecology; R. Barker, D. Bates, B. Bedford, A. Boehm, R. Boyd, U. Bronfenbrenner, emeritus, S. M. Brown Jr., emeritus, P. Bruns, S. Ceci, B. Chabot, C. C. Chu, T. Dawson, P. Dear, S. Dittman, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, M. Gilliland, S. Gilman, C. Greene, D. Gurak, J. Haas, R. Howarth, H. C. Howland, K. A. R. Kennedy, B. Knuth, A. Lemley, M. Lenzenweger, D. Levitsky, B. Lewenstein, B. A. Lewis, J. Fessenden MacDonald, L. Palmer, A. Parrot, D. Pimentel, T. Pinch, W. Provine, H. Ricciuti, emeritus, S. Robertson, M. Rossiter, P. Schwartz, M. Small, N. Sturgeon, J. M. Stycos, P. Taylor, J. Ziegler

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society

students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255–6042.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology) as well as integrative courses offered through Biology and Society. In addition, majors are required to take a core course and must develop a theme: a coherent and meaningful grouping of courses representative of their special interest in biology and society. Students should develop the theme and select the courses in consultation with a member of the biology and society faculty. Courses must be above the 100 level, at least 3 credits, and taken for a letter grade if used to fulfill a major requirement.

There are student advisers and faculty available (according to posted office hours or by appointment) in the biology and society office, 275 Clark Hall or 278 Clark Hall (advising office), to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology and submit an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. The application includes (1) a one-page statement explaining the student's intellectual interests in the biology and society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling biology and society requirements, including courses taken and those the student plans to take; and (4) a transcript of work taken at Cornell University and elsewhere if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted on satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore

year, preferably in the first semester. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Virginia Utermohlen, N206a Martha Van Rensselaer Hall, 255–2136.

Major Requirements

1) Basic courses

- A. Biological sciences 101–104 or 105–106 or 107–108 (prerequisite for admission to Biology and Society)
- B. College calculus (one course):* Math 106, 111, 112 or any higher level calculus

Recommended but not required:
General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses):
Chemistry 103–104, 207–208, or 215–216

2) Foundation Courses (should be completed by end of junior year)

- A. Ethics: One course; Bio&Soc 205 (also BioSci 205 and Phil 245) or Bio&Soc 206 (also BioSci 206 and Philosophy 246)
- B. Social sciences/humanities foundation: Two courses; one from any two of the following subject areas: History of Biology/History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication**
- C. Biology foundation (Breadth requirement): Three courses; one from three of the following subject areas: Ecology (BioSci 261); Evolutionary Biology (BioSci 378); Biochemistry, Molecular and Cell Biology (BioSci 231 or 330 or 331); Microbiology (BioSci 290); Genetics and Development (BioSci 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BioSci 221 or 222); Botany (BioSci 241); and Physiology and Anatomy (BioSci 311)

- D. Biology foundation (Depth requirement): One biology course for which one of the above (2.C.) is a prerequisite

- E. Statistics: One course selected from Stat 200, ILR 210, Stat 215, Agr Ec 310, Ed 353, Soc 301, Psych 350, Math 372, Econ 319, OR&IE 370, Stat 601, CRP 320, or B&Soc 202

3) Core Course: (one course). Should be completed by end of junior year.

B&Soc 301 Biology and Society: The Social Construction of Life (also Bio Sci 301/S&TS 401); or Phil 286: Science and Human Nature (also S&TS 286)

4) Theme (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least 3 credit hours and taken for a letter grade)

- A. Natural sciences issues (One course)
- B. Biology elective (One course, with significant biology content, from Bio. Sci., Nutr. Sci., Agr. Sci., HDFS, Psych., Agron., An. Sci., Ento., Food Sci.,

Microbiol., Nat. Res., Plant Breeding, Plant Pathol. or Vet. Med.)

- C. Humanities/social sciences electives** (Two courses. Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement).

- D. **Senior Seminar** (One course taken senior year). Courses change yearly.

* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of biology/history of science and philosophy of science courses may be counted toward the humanities requirement for the major.

Themes in the Major

Biology and society students must elect a particular specialization within the major and select their courses accordingly. There are currently six recommended themes in the biology and society major: biology, behavior, and society; biology and human population; biology and public policy; environment and society; food, agriculture, and society; and health and society. Students may also develop their own themes (which in recent years have included topics such as biotechnology and society, and agriculture, environment, and society) in consultation with their faculty adviser. Students are expected to select courses taken to meet the foundation, core, and theme requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the biology and society office.

Independent Study

Projects under the direction of a biology and society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the biology and society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

Honors Program

The honors program is available to biology and society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences and is designed to challenge the academically-talented undergraduate student. Students who enroll in the honors program are given the opportunity to do independent study and to develop the ability to evaluate research

dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding.

Selection of Students: During the first three weeks of the fall semester, senior biology and society majors are considered for entry into the honors program by the Honors Program Committee. Applications for the honors program are available at the biology and society office, 275 Clark Hall. To qualify for the honors program, students must explain how the honors work will fit into their overall program, must have an overall Cornell cumulative grade-point average of at least 3.00, and must have at least a 3.30 cumulative grade-point average in all courses used to meet the major requirements. Students in the College of Agriculture and Life Sciences must also meet the requirements of that college and be selected by one of the existing college honors committees.

If, after admission to the honors program, a student fails to maintain a high scholastic average, or if for any other reason(s) he or she is considered unsuited for honors work, the student reverts to candidacy for the regular bachelor's degree. The student who does not continue in the honors program receives credit for any work passed in the program but is not eligible for a degree with honors.

Project Requirements: The satisfactory completion of a special project and the writing and oral defense of an honors thesis are required. The project must include substantial research, and the completed work should be of wider scope and higher quality than the work normally required for an advanced course.

Initiative for formulation of ideas, developing the proposal, carrying out the study, and preparation of a suitable thesis lies with the student. Honors projects will be under the direction of two advisers. Candidates must first find a biology and society faculty member willing to serve as the adviser and, together with the adviser, find a second adviser among the faculty at large. The purpose of the second adviser is to guarantee expertise in the subject matter covered by the thesis. Students in the College of Agriculture and Life Sciences must select this adviser from the area in which their thesis will be reviewed.

Students must enroll in Biology and Society 499 for one or both terms of their senior year after consultation with the biology and society thesis adviser. They take from 3 to 5 credits per term with up to a maximum of 8 credits in Biology and Society 499. Students are encouraged to enroll for both terms to give them time to develop a project properly for the thesis. If registering for a two-semester honors project, students must register for the total credits desired for the whole project each term (e.g., 8 credits for the fall term and 8 credits for the spring term). Students should note, however, that Biology and Society 499, because it is a special honors course, is to be taken in addition to those courses that meet the regular major requirements. Honors projects cannot be used to fulfill the senior seminar requirement.

Honors Thesis: Students and their advisers should meet regularly during the period of research and writing for the honors thesis. The responsibility for scheduling these meetings, and for carrying out the research

agreed on, rests with the student. Advisers are expected to make themselves available for discussion at the scheduled times and to offer advice on the plan of research, as well as provide critical and constructive comments on the written work as it is completed. They are not expected, however, to have to pursue students either to arrange meetings or to ensure that the research and writing are being done on schedule.

There is no prescribed length for a thesis, as different topics may require longer or shorter treatment, but normally it should be no longer than seventy double-spaced, typed pages. The thesis must be completed in a form satisfactory for purposes of evaluation and submitted to the two thesis advisers and one member of the Biology and Society faculty appointed by the Biology and Society chair by April 15. The candidate must meet with the three reviewers to formally defend the thesis by April 29.

Evaluation and Recommendation: Two copies of the completed and defended thesis (suitably bound in a plastic or hard-backed cover), together with the advisers' recommendations, must be submitted to the Honors Program Committee by May 10.

Following the formal defense of the thesis, the thesis advisers will each submit to the Honors Program Committee a recommendation that includes (1) an evaluation of the honors work and the thesis, (2) an evaluation of the student's academic record in the biology and society major, and (3) a recommendation for or against awarding honors. (For College of Arts and Sciences students, a recommendation for the level of honors must be included.)

Copies of the thesis and recommendations will be circulated to the Honors Program Committee. As the committee may have little knowledge of the subject area of the thesis, letters of recommendation should be carefully prepared to help the committee ensure consistency in the honors program. Unless there is serious disagreement, the recommendation of the advisers should stand. If there is disagreement, the Honors Program Committee will make the decision after consultation with the interested parties.

I. Freshman Writing Seminars

[B&SOC 103 In the Company of Animals]
Spring. 3 credits. Not offered 1993-94.
A. Boehm.]

B&SOC 104 Ecosystems and Ego Systems
Spring. 3 credits.
M. Gilliland.

[B&SOC 108 Living on the Land]
Fall. 3 credits. Not offered 1993-94.
A. Boehm.]

[B&SOC 109 Women and Nature (also English 105.4/WS 106)]
Fall. 3 credits. Not offered 1993-94.]

B&SOC 113 Writing as a Naturalist (also English 113)
Fall and spring. 3 credits.
M W F 9:05-9:55. D. Staudt.

B&SOC 114 Ecology and Social Change (also Science and Technology Studies 114)
Fall. 3 credits.
T R 1:25-2:40. P. Taylor.

[B&SOC 115 The American Way: Addiction and Consumption]
Spring. 3 credits. Not offered 1993-94.
M. Gilliland.]

B&SOC 118 Competing Rationalities: Scientific Ideas of Nature, Culture, Gender, and Race (also Science and Technology Studies 118) (pending EPC approval)
Spring. 3 credits.
K. Philip.

B&SOC 123 Biology on Women and Women in Biology (also Science & Technology Studies 123 and Women's Studies 123)
Spring. 3 credits.
N. Weidman.

B&SOC 167 Science In and Out of the Lab (also Science and Technology Studies 167)
Fall. 3 credits.
T R 2:55-4:10. S. Allison.
For up-to-date information consult the John S. Knight Writing Program brochure.

II. Foundation Courses

A. Ethics (select one)

B&SOC 205 Ethics and Health Care (also Philosophy 245 and Biological Sciences 205)
Fall. 4 credits. Limited to 100 students. Registered students not attending the first week will be dropped from the course. Open to sophomores, juniors, and seniors.
Lecs, T R 8:40-9:55, disc, 1 hour each week to be arranged. D. Allchin.

We examine ethical problems that emerge from cases of health care and search for practical solutions, while also delving deeper into understanding the nature of ethical responsibility and the tools of ethical analysis. This is a "lab" course in philosophy, with considerable work—both individually and in groups—on specific cases, problems, and fundamental ethical questions. Major sections include: life, death, reproduction and ethics; concepts of health care; health care and society; and research. *Note:* A more detailed description of this course is available in the biology and society office, 275 Clark Hall.

B&SOC 206 Ethics and the Environment (also Philosophy 246 and Biological Sciences 206)
Spring. 4 credits. Limited to 100 students. Open to all undergraduates; permission of instructor required for freshmen.

Lecs, T R 8:40-9:55, disc, 1 hour each week to be arranged. D. Allchin.
We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. This is a "lab" course in philosophy: you will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; and distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is strongly recommended. *Note:* A more detailed description of this course is available in the biology and society office, 275 Clark Hall.

B. Social Sciences/Humanities Foundation (2 courses, 1 from any 2 areas)

1. History of Biology and History of Science

[B&SOC 288 History of Biology (also Biological Sciences 202, History 288, and Science and Technology Studies 288)]
Spring. 3 credits. Prerequisite: one year of introductory biology. S-U grade optional. Not offered 1993-94.
W. B. Provine.

An examination of the history of biology, emphasizing the interaction of biology and culture. Original writings of biologists constitute the bulk of reading assignments. This course covers the period from classical antiquity to the present, but primary emphasis is on twentieth-century biology.]

[B&SOC 322 Medicine and Civilization (also German Studies 322)]
Fall. 3 credits. Offered alternate years. Not offered 1993-94. Next offered 1994-95.
S. Gilman.

What is sickness? What is health? Who is the physician? Is a physical illness different from mental illness? Where is medicine practiced? Is being a patient or a doctor different from culture to culture and from age to age? This course will introduce the undergraduate student to the historical and cultural context of medicine. Our sources will range from the texts of ancient Greek medicine to contemporary films and novels dealing with medicine. We will examine the historical and social context of mental illness as well as physical illness from the standpoint of patient, physician, and "society." All of the primary readings are available in English.]

HIST 282 Science in Western Civilization (also Science and Technology Studies 282)
Spring. 4 credits.
L. Pearce Williams.

BIO S 207 Evolution (also Science and Technology Studies 287 and History 287)
Fall. 3 credits. (May not be taken for credit after Biological Sciences 378, Evolutionary Biology.)
W. B. Provine.

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology
Fall. 4 credits.
M W F 12:20-1:10. M. Rossiter.

S&TS 433 Comparative History of Science
Spring. 4 credits.
M. Rossiter.

S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)
Spring. 4 credits.
M. Rossiter.

2. Philosophy of Science

PHIL 286 Science and Human Nature (also Science and Technology Studies 286)
Fall. 4 credits. May be used to meet the philosophy of science requirement *if not* used to meet the core course requirement.
M W F 11:15-12:05, plus disc. R. Boyd and K. Jones.

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)
Fall. 4 credits. Limited to 30 students.
R. Boyd.

[PHIL 389 Philosophy of Science: Evidence and Explanation (also Science and Technology Studies 389)]
Spring. 4 credits. Not offered 1993-94.
R. Miller.]

3. Sociology of Science

B&SOC 301 Biology and Society: The Social Construction of Life (also Biological Science 301 and Science and Technology Studies 401)
Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students. May be used to meet the sociology of science requirement if not used to meet the core course requirement.
Sem and disc, M W 2:30-4:25. P. Taylor.

B&SOC 342 Sociology of Science (also Science and Technology Studies 442 and City and Regional Planning 442)
Fall. 4 credits.
T R 10:10-11:25. T. Pinch.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, textual analysis, gender, and the social shaping of scientific knowledge.

[R SOC 208 Appropriate Technology and Society]
Fall. 3 credits. Not offered 1993-94.
C. Geisler.]

4. Politics of Science

[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]
Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1993-94.
S. Jasanoff.

Biotechnology, with its myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

B&SOC 407 Law, Science, and Public Values (also Government 407 and Science and Technology Studies 407)
Fall. 4 credits.

Lec, T R 1:25-2:40, plus disc. S. Jasanoff.
This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic

chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.

[S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541 and Government 628)]

Fall. 4 credits. Not offered 1993–94.
M. Dennis.]

5. Science Communication

B&SOC 300 Investigative Research on the Social Impact of Science (also Textiles and Apparel 301 and Science and Technology Studies 402)

Spring. 4 credits. Prerequisite: one year of science and prior consultation with instructors. Offered alternate years.

P. Taylor and P. Schwartz.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from other's projects and discuss case studies and articles, with occasional guest speakers and films.

COMM 352 Science Writing for the Mass Media (also Science and Technology Studies 352)

Fall. 3 credits. Not open to freshmen. Limited to 25 students. Prerequisite: one college writing course.

B. Lewenstein.

COMM 360 Scientific Writing for Public Information

Fall or spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: any college-level writing course.

J. Hardy and L. vanBuskirk.

C. Biology foundation (Breadth Requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology

BIO S 231 General Biochemistry

Fall. 3 credits.
J. M. Griffiths.

BIO S 330 Principles of Biochemistry, Individual Instruction

Fall or spring. 4 credits.
J. Blankenship.

BIO S 331 Principles of Biochemistry, Lectures

Fall. 4 credits. (2 credits if taken after Biological Sciences 231)
G. Feigenson, R. Barker and B. K. Tye.

2. Ecology

BIO S 261 Ecology and the Environment

Fall. 4 credits.
N. G. Hairston and P. P. Feeny.

3. Genetics and Development

BIO S 281 Genetics

Fall, spring, or summer. 5 credits.
R. S. MacIntyre, T. Fox and
M. L. Goldberg.

BIO S 282 Human Genetics

Spring. 3 credits. (2 credits if taken after Biological Sciences 281)
R. Calvo.

PL BR 225 Plant Genetics

Spring. 4 credits. Offered alternate years.
M. A. Mutschler.

4. Evolutionary Biology

BIO S 378 Evolutionary Biology

Spring. 4 credits.
R. G. Harrison.

5. Microbiology

BIO S 290 General Microbiology Lectures

Fall, spring, or summer. 3 credits.
Prerequisites: Biological Sciences 101–102 and 103–104 and Chemistry 104 or 208, or equivalent. Recommended: concurrent registration in Biological Sciences 291.
M. Cordts and S. Merkel.

6. Neurobiology and Behavior

BIO S 221 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3 or 4 credits (4 credits with discussion and written projects). Not open to freshmen.
P. Sherman and staff.

BIO S 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits. (4 credits with discussion and written projects). Not open to freshmen. Limited to 20 students.
O. P. Hamill and staff.

7. Botany

BIO S 241 Introductory Botany

Fall. 3 credits. Prerequisite: one year of introductory biology or permission of instructor.
K. Niklas.

8. Physiology and Anatomy

BIO S 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)

Fall. 3 credits. Prerequisite: one year of college biology, chemistry, and mathematics. Recommended: previous or concurrent course in physics.
E. R. Loew and staff.

NS 341 Human Anatomy and Physiology

Spring. 4 credits.
V. Utermohlen.

D. Biology foundation (depth requirement): One course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (select one)

B&SOC 202 Statistical Analysis for the Life Sciences

Summer. 4 credits. Limited to 20 students. Fee for course materials. Next offered summer 1994.
P. Taylor.
Statistical analysis includes the construction of observations (in experiments and in the field), summarizing data (statistics, distributions, correlation), testing hypotheses and other statistical inference (including "goodness of fit"). Concepts and methods will be introduced through lectures, practice classes and discussions. Real cases from the life sciences will be used, and the different interpretations, hidden assumptions, limitations and misuse of statistically derived results will be emphasized.

AG EC 310 Introductory Statistics

Fall and spring. 4 credits.
C. van Es.

CRP 320 Introduction to Statistical Reasoning for Urban and Regional Analysis

Fall. 3 credits.
Saltzman.

ECON 319 Introduction to Statistics and Probability

Fall or summer. 4 credits. Prerequisites: Economics 101–102 and Mathematics 111–112.
Staff.

EDUC 353 Introduction to Educational Statistics

Spring. 3 credits. Prerequisite: Education 352 (1 credit) or concurrent registration.
J. Millman.

ILR 210 Statistics: Statistical Reasoning

Fall and spring. 4 credits.
Staff.

MATH 372 Elementary Statistics

Fall. 4 credits.
Staff.

OR&IE 370

Fall. 4 credits.
L. Weiss.

PSYCH 350 Statistics and Research Design

Fall. 4 credits.
T. Gilovich.

SOC 301 Evaluating Statistical Evidence

Fall. 4 credits.
Staff.

[STATS 200 Statistics and the World We Live In

Fall. 3 credits. Not offered 1993–94.
Staff.]

STATS 215 Introduction to Statistical Methods

Fall. 3 credits.
C. E. McCulloch.

STATS 601 Statistical Methods I

Fall. 4 credits.
G. Churchill.

III. Core Courses

B&SOC 301 Biology and Society: The Social Construction of Life (also Biological Sciences 301 and Science and Technology Studies 401)

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students.
Sem and disc, M W 2:30–4:25. P. Taylor.
Controversial issues, past and present, in the life sciences and tools for analysis of the social, historical, and conceptual underpinnings of these issues. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions, ecology and environmental change. Analytic themes include bias, metaphor, historical semantics, styles of explanation, determinism, causality, interest, social construction, and gender. Through discussions and writing assignments, students will develop analytic skills and their own responses to current issues.

PHIL 286 Science and Human Nature (also Science and Technology Studies 286)

Fall. 4 credits.
Lees, M W F 11:15, plus disc. R. Boyd and K. Jones.
An examination of attempts in the biological and social sciences to offer scientific theories

of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topics vary, and may include issues in psychology, such as behaviorism, Freudianism, and artificial intelligence, or issues in the foundations of historical theory, such as methodological individualism and economic determinism, as well as relevant issues in the biological sciences.

IV. Themes

A. *Issues - Natural Sciences* (one course)

B&SOC 201 Biotechnology: The 'New' Biology (also Biological Sciences 201)

Spring. 3 credits. Prerequisite: one year of introductory biology or equivalent. This course is for students not majoring in biological sciences. Not for students who have taken or are currently enrolled in BioSci 281, 330, or 331. Letter grades only.

Lecs, T R 2:30-4:00. J. Fessenden
MacDonald, J. Calvo, S. Howell.

Designed for nonmajors, a general introduction to the application and issues of modern molecular biology in medicine and agriculture. Information on recombinant DNA technology, monoclonal antibodies, plant cell culture techniques, and embryo manipulation methods is presented. Topics include medical diagnostics and treatments; environment, agriculture, and food; and economic, social-policy, regulatory, ethical, and legal issues that surround biotechnology. The course is taught in three modules and the topics vary from year to year. Topics for 1994 are human gene mapping and genetic screening; crop plant biotechnology, and immunodiagnostics and therapy; AIDS and cancer. Recommended for those students who want to understand some new research discoveries, their applications, and social, legal, ethical, and policy issues stemming from them.

[B&SOC 214 Biological Basis of Sex Differences (also Biological Sciences 214 and Women's Studies 214)]

Fall. 3 credits. Prerequisite: one year of introductory biology. Limited to non-biology majors and freshman and sophomore biology majors. S-U grades optional. Offered alternate years. Next offered 1994-95.

Lecs, T R 8:30-9:55; occasional discs to be arranged. J. E. Fortune.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on nonreproductive aspects of life (behavior, mental, and physical capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.]

B&SOC 232 Recombinant DNA Technology and Its Applications (also Biological Sciences 232)

Spring. 3 credits. Limited to first-year students with Biology AP 4 or 5.

Lecs and discs, M W F 11:15. J. Calvo.

An introduction to molecular approaches to biology. Basic concepts underlying recombinant DNA technology together with strategies for cloning genes are discussed. Much of the

course deals with applications of recombinant DNA technology to basic research and to biotechnology. Applications to be discussed include screening for genetic diseases, animal and plant improvement, and production of insulin, interferon, blood-clotting factors, growth hormones, vaccines, and feedstock chemicals. Scientific, historical, regulatory, social, and ethical issues are presented and discussed. Recommended especially for students desiring a firm background in recombinant DNA technology in preparation for taking genetics and biochemistry.

[B&SOC 347 Human Growth and Development: Biological and Social Psychological Considerations (also Human Development and Family Studies 347 and Nutritional Sciences 347)]

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and Human Development and Family Studies 115 or Psychology 101. Offered alternate years. Next offered 1994-95.

J. Haas and S. Robertson.

A review of major patterns of physical growth from the fetal period through adolescence, with consideration of biological and socio-environmental determinants of growth as well as physical and psychological consequences of variations in growth patterns. An examination of normal patterns of growth is followed by an analysis of major sources of variations in growth (normal and atypical).]

ASTRO 202 Our Home in the Solar System

Spring. 3 credits.

P. J. Gierasch and M. Cordts.

BIO S 246 Plants and Civilization

Spring. 3 credits.

D. Bates.

BIO S 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)

Fall. 3 credits. Offered alternate years.

J. Haas and K. A. R. Kennedy.

NTRES 201 Environmental Conservation

Spring. 3 credits.

T. Fahey.

[NS 222 Maternal and Child Nutrition

Spring. 3 credits. Not offered 1993-94.

V. Uthermohlen.]

NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)

Fall. 3 credits.

B. Strupp.

[NS 650 Public Health Nutrition

Spring. 3 credits. Not offered 1993-94.

D. Roe.]

[HDFS 370 Abnormal Development and Psychopathology

Spring. 3 credits. Not offered 1993-94.

Staff.]

B. *Biology elective* (One course with

significant biology content from BioSci., Nutr. Sci., Agr. Sci., HDFS, Psych., Agron., An.Sci., Ento., Food Sci., Microbiol., Nat. Res., Plant Breeding, Plant Patho. or Vet. Med.)

Examples of biology electives

AN SCI 300 Animal Reproduction and Development

Spring. 3 credits.

J. Parks.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 3 credits.

M. Stipanuk.

C. *Humanities/Social Science elective* (two courses)

Courses listed earlier as social science/humanities foundation courses (2.B.) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Additional courses that are recommended as social science or humanities electives are:

Examples of social science electives

AG ECON 464 Economics of Agricultural Development

Spring. 3 credits.

S. Kyle.

ANTHRO 211 Nature and Culture

Spring. 3 credits.

P. S. Sangren.

[BIO S 673 Human Evolution: Concepts, History, and Theory (also Anthropology 673)]

Fall. 3 credits. Offered alternate years. Next offered 1994-95.

K. A. R. Kennedy.]

CRP 480 Environmental Politics

Spring. 4 credits.

R. Booth.

CRP 451/551 Environmental Law

Fall. 4 credits.

R. Booth.

[CRP 656 Land Resources Protection Law

Fall. 3 credits. Not offered 1993-94.

R. Booth.]

HDFS 258 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and History 238)

Fall. 3 credits. Limited to 120 students.

T R 10:10-11:40. J. Brumberg.

HSS 315 Human Sexuality

Spring. 3 credits.

A. Parrot.

[HSS 325 Health Care Services and the Consumer

Fall. 3 credits. Offered alternate years. Not offered 1993-94.]

[HSS 330 Ecology and Epidemiology of Health

Spring. 3 credits. Not offered 1993-94.

J. Ford.]

HSS 491 Contemporary Issues in Women's Health

Fall. 3 credits.

T R 10:10-11:25. A. Parrot.

HSS 634 Health Care Organization—Providers and Reimbursement

Fall. 3 credits.

T R 12:20-1:35. J. Kuder.

HSS 688 Alternative Health and Social Services Delivery Systems: Long-Term Care and the Aged

Spring. 3 credits.

R. Battistella.

NTRES 400 International Environmental Issues

Fall. 4 credits.
R. McNeil.

NS 245 Social Science Perspectives on Human Nutrition

Fall. 3 credits.
J. Sobal and D. Sanjur.

NS 457 National and International Food Economics (also Economics 374)

Spring. 3 credits.
E. Thorbecke.

[PSYCH 255 Psychology and Medicine]
Fall. 3 credits. Prerequisite: an introductory psychology course. Limited to 60 students. Not offered 1993–94.
H. Levin.]

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits. Offered alternate years.
R. Johnston.

[R SOC 201 Population Dynamics (also Sociology 205)]

Spring. 3 credits. Not offered 1993–94.
J. M. Stycos.]

R SOC 205 Rural Sociology and International Development

Spring. 3 credits.
P. McMichael.

R SOC 324 Environment and Society (also Science and Technology Studies 324)

Fall. 3 credits.
M. J. Pfeffer.

[R SOC 490 Society and Survival]

Fall. 3 credits. Not offered 1993–94.
D. Gurak.]

Examples of humanities electives**GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Psychology 389, English 347 and Comp. Lit. 347)**

Spring. 3 credits. Offered alternate years. Optional: 1-credit clinical discussion section.
S. Gilman.

NTRES 407 Religion, Ethics, and the Environment

Spring. 4 credits.
R. Baer.

PHIL 241 Ethics (by petition for breadth requirement)

Fall. 4 credits.
A. Wood.

[PHIL 368 Global Climate and Global Justice (also Government 468)]

Fall. 4 credits. Not offered 1993–94.
H. Shue.]

[PHIL 681 Classification, Reality, and Knowledge: Realism, Social Construction, and Objectivity (also Science & Technology Studies 681)]

Spring. 4 credits. Not offered 1993–94.
R. Boyd.]

D. Senior Seminars**[B&SOC 401 The History of Biology (also History 447 and Science and Technology Studies 447)]**

Fall. 4 credits. Limited to 20 students. A Common Learning course. Not offered 1993–94.
W. Provine.]

[B&SOC 402 The History of Biology (also History 448 and Science and Technology Studies 448)]

Spring. 4 credits. Not offered 1993–94.
W. Provine.]

[B&SOC 404 Human Fertility in Developing Nations (also Rural Sociology 408)]

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. Not offered 1993–94.

J. M. Stycos.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.]

[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or DNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1993–94.
S. Jasanoff.]

[B&SOC 414 Population Policies (also Rural Sociology 418)]

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. Next offered Spring 1995.

J. M. Stycos.

The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.]

[B&SOC 426 Medicine and the Law]

Fall. 4 credits. Letter grades only. Limited to 16 students. Not offered 1993–94.
L. Palmer.

The role of law in modern medicine (and the related biomedical sciences) will be examined from the perspective of the social functions of law and medicine. A number of policy and ethical issues will be considered, including the role of hospitals and other health organizations in doctor-patient interactions, the social aspects of physician-patient interactions, reproductive technologies, the effect of medical malpractice on health-care delivery, legal issues in the care of the newborn, and health-care decisions for incompetents and terminally ill patients.]

B&SOC 428 Medical Service Issues in Health Administration (also Human Service Studies 628)

Spring. 3 credits. Limited to seniors and graduate students. Permission of instructor. Only Biology and Society majors can receive Arts credits for this course.

V. Utermohlen.

A survey of the issues that affect interactions between the health-care consumer and the health-care team, including disease processes (how disease occurs and progresses), the health-care team and illness, third-party payment and illness, and resource allocation.

B&SOC 451 AIDS and Society

Fall. 3 credits. Limited to students who have been approved by course coordinators. A Common Learning course.

W 2:30–4:30. S. Dittman and V. Utermohlen.

Discussions of the effect of HIV infection and AIDS on society will consist of seminars on the biology of the virus, medical treatment, transmission and prevention, and personal,

social, and political impact of HIV/AIDS. Students will have the opportunity to initiate and carry out AIDS education projects on campus.

B&SOC 460 Social Analysis of Ecological Change (also Rural Sociology 660 and Science and Technology Studies 660)

Spring. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years.

P. Taylor.

Scientific studies of ecological and social processes, together with the analysis of those studies and their interpretation by historians, sociologists, and anthropologists. Topics include post-WWII cybernetics, systems ecology, the tragedy of the commons, the *Limits to Growth*, ecological degradation, political ecology, global models, conservation biology, and climate change.

B&SOC 461 Environmental Policy (also Biological Sciences 661 and Agriculture and Life Sciences 661)

Fall and spring. 6 credits. Limited to 12 students. Prerequisite: permission of instructor. This is a two-semester course.

Sec. R 2:30–4:30. D. Pimentel.

This course uses an interdisciplinary approach to focus on complex environmental and energy problems. Ten to twelve students, representing several disciplines, investigate significant environmental problems. The research team spends two semesters preparing a scientific report for publication in *Science* or *BioScience*.

B&SOC 469 Food, Agriculture, and Society (also Biological Sciences 469 and Science and Technology Studies 469)

Spring. 3 credits. Prerequisite: an introductory ecology course or permission of instructor. There is a possible fee for course reading material.

Lecs, T R 1:25–2:40. A. G. Power.

A multidisciplinary course that deals with the social and environmental impact of food production in the United States and developing countries. Agroecosystems of various kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and alternative agricultural technologies are critically examined in the context of developed and developing economies. Specific topics include pest management, soil conservation, plant genetic resources, biotechnology, and sustainable development.

[HDFS 610 Processes in Human Development]

Spring. 3 credits. Limited to 20 students. Open to graduate students and juniors and seniors in HDFS and related fields with recommendation from a faculty member and instructor's permission. Prerequisite: a minimum of one course in statistics. Not offered 1993–94.

U. Bronfenbrenner.]

[HSS 625 Health Care Services: Ethical and Legal Perspectives]

Fall. 3–4 credits. If using this course as a senior seminar, B&Soc majors must take it for 4 credits by writing a major paper. Permission of instructor required for registration. Enrollment limited to 10 undergraduates—preference given to HSS students. Next offered 1994–95.

A. Parrot.]

HSS 631 Managed Health Delivery Systems: Primary-Ambulatory Care

Spring. 3 credits.
R. Battistella.

[S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541, Government 628)]

Fall. 4 credits. Not offered 1993–94.
M. Dennis.]

S&TS 427 The Politics of Environmental Protection in America (also Government 427)

Fall. 4 credits. Limited enrollment.
M W F 1:25–2:15. S. Jasanoff.

S&TS 688 International Environmental Policy (also Government 687)

Spring. 4 credits.
S. Jasanoff.

V. Other Courses**B&SOC 375 Independent Study**

Fall or spring. 1–4 credits. Prerequisite: must have written permission of faculty supervisor and Biology and Society major.
Staff.

Projects under the direction of a Biology and Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1–4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

B&SOC 400 Undergraduate Seminar

Fall or spring. Variable credit. May be repeated for credit.
Staff.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the biology and society supplement issued at the beginning of each semester.

B&SOC 499 Honors Project

Fall or spring; two-semester projects are acceptable. 3–5 credits each term with a maximum of 8 credits for the entire project. Open only to biology and society students in their senior year.
Staff.

Students enrolled in Biology and Society 499 will receive a letter grade at the end of their final term, whether or not they complete a thesis and whether or not they are recommended for honors. Students enrolled for the whole year in 499 may receive either a letter grade for both terms or a grade of "R" for the first term with a letter grade for both terms submitted at the end of the second term. When a student is enrolled for two terms, the student and the thesis adviser must reach a clear agreement at the outset as to which grade will be assigned for the first term and on the basis of what sort of work. Minimally an honors thesis outline and bibliography should be completed during the first term. Applications and information are available in the Biology and Society office, 275 Clark Hall.

Cognitive Studies Program

F. Keil (psychology), B. Lust (human development and family studies), codirectors. B. Bloom, R. Constable, B. Donald, T. Henzinger, D. Huttenlocher, R. Rubinfeld, G. Salton, A. Segre, D. Subramanian, C. Tomasi (computer science); J. Dunn, J. Novak, R. Ripple, D. Schrader (education); R. Canfield, S. Ceci, J. Condry, B. Koslowski, B. Lust, M. Potts, S. Robertson, G. Suci (human development and family studies); J. Russo (Johnson Graduate School of Management); J. Bowers, G. Chierchia, G. N. Clements, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. Hertz, A. Jongman, A. Landman, J. Lantolf, S. McConnell-Ginet, C. Rosen, M. Suñer, L. Waugh, J. Whitman (modern languages and linguistics); A. Nerode, R. Shore (mathematics); T. Seeley, (neurobiology and behavior); R. Boyd, M. Crimmins, C. Ginet, H. Hodes, S. Shoemaker (philosophy); J. Cutting, R. Darlington, D. Field, B. Finlay, E. Gibson, B. Halpern, A. Isen, F. Keil, C. Krumhansl, B. Khurana, E. Spelke (psychology)

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, and the organization of motor action. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Linguistics, Mathematics, Philosophy, and Psychology. Elsewhere in the university they are represented in the Department of Human Development and Family Studies (College of Human Ecology), the Section of Neurobiology and Behavior (Division of Biological Sciences), and the Department of Education (College of Agriculture and Life Sciences).

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and also how they develop and change. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

The committee for undergraduate concentration in cognitive studies consists of: Devika Subramanian, computer science, 5–9189, 5133 Upson Hall, devika@cs.cornell.edu; James Gair, linguistics, 5–5110, 407 Morrill Hall, JWG@cornella; Carl Ginet, philosophy, 5–6818, 224 Goldwin Smith, R94J@cornella; and David

Field, psychology, 5–6393, 250 Uris Hall, DJFX@Cornella.

The undergraduate concentration in cognitive studies provides a framework for the design of structured, individualized programs of study in this growing interdisciplinary field. Such programs of study are intended to serve as complements to intensive course work in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in an individual department, independent of their work in the concentration. This background provides both a foundation and a focus for the concentration work.

In light of the importance of a strong background in an individual department, it is required that a student seeking admission to the concentration have completed or plan to complete any three courses in one department from among the list of courses below. (Such a student will typically be a major in the department, but being a major is not necessary. The Section of Neurobiology and Behavior counts as a department here.) These three courses are, however, the only requirement for admission. To enter the concentration formally, the student should consult with a member of the concentration committee, who will assign the student a concentration adviser who has expertise in the student's main areas of interest and is outside of the student's major department.

The concentration requires that the student take several courses (usually a minimum of four) from departments other than the one from which the student takes the three courses needed for admission to the concentration. The student must gain approval for this selection of courses from the concentration adviser. The courses will generally be chosen from among the list below, but other courses (including independent study) are permissible in individual cases.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. For further information, consult the undergraduate committee listed above.

Graduate Minor

For information, consult the program office (273A Uris Hall, 255–6431, or the graduate field representative, Barbara Lust 255–0829, Barbara_Lust @ qmrelay.mail.cornell.edu).

Courses**Computer Science****COM S 172 An Introduction to Artificial Intelligence**

Spring. 4 credits.

COM S 211 Computers and Programming

Fall or spring. 3 credits.

COM S 212 Modes of Algorithmic Expression

Fall or spring. 4 credits.

COM S 280 Discrete Structures

Fall or spring. 4 credits.

COM S 381 (or 481) Introduction to Theory of Computing

Fall. 3 or 4 credits.

COM S 410 Data Structures

Fall or spring. 4 credits.

COM S 411 Programming Languages and Logics

Fall. 4 credits.

COM S 462 Robotics and Machine Vision

Spring. 3 credits.

COM S 463 Robotics and Machine Vision Lab

Spring. 2 credits.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits.

COM S 482 Introduction to Analysis of Algorithms

Spring. 4 credits.

[COM S 486 Applied Logic (also Mathematics 486)]

Fall. 4 credits. Not offered 1993-94.]

Education (College of Agriculture and Life Sciences)**EDUC 210 Psychology of Learning and Memory**

Fall. 3 credits.

J. A. Dunn.

EDUC 301 Knowing and Learning in Science and Mathematics

Fall. 3 credits.

J. Trumbull.

EDUC 312 Learning to Learn

Spring. 3 credits.

J. Novak.

Human Development and Family Studies (College of Human Ecology)**HDFS 331 Learning in Children**

Fall. 3 credits.

M. Potts.

HDFS 333 Cognitive Processes in Development

Spring. 3 credits.

G. Suci.

[HDFS 334 The Growth of the Mind

Spring. 4 credits. Not offered 1993-94.

B. Lust.]

HDFS 432 Cognitive Development and Education

Spring. 3 credits.

M. Potts.

HDFS 436 Language Development (also Psychology 436 and Linguistics 436)

Spring. 4 credits.

B. Lust.

HDFS 438 Thinking and Reasoning

Fall. 3 credits.

B. Koslowski.

[HDFS 472 Typical and Atypical Intellectual Development

Spring. 3 credits. Not offered 1993-94.

S. Ceci.]

Modern Languages and Linguistics**LING 101 Theory and Practice of Linguistics**

Fall or spring. 4 credits.

M. Diesing, fall; staff, spring.

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits.

A. Cohn.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits.

J. Whitman, S. McConnell-Ginet.

[LING 264 Language, Mind, and Brain

Fall. 4 credits. Not offered 1993-94.

J. Bowers.]

LING 301-302 Phonology I, II

Fall and spring. 4 credits each term.

A. Cohn, fall; D. Zec, spring.

LING 303-304 Syntax I, II

Fall and spring. 4 credits each term.

V. Carstens, fall; Chris Collins, spring.

LING 309-310 Morphology I, II

Fall and spring. 4 credits each term.

D. Zec, fall; staff, spring.

[LING 316 Introduction to Mathematical Linguistics

Spring. 4 credits. Not offered 1993-94.

F. Landman.]

LING 319-320 Phonetics I, II

Fall and spring. 4 credits each term.

A. Jongman.

[LING 325 Pragmatics

Spring. 4 credits. Not offered 1993-94.

S. McConnell-Ginet.]

LING 334 Non-Linear Syntax

Spring. 4 credits.

C. Rosen.

[LING 370 Language and Cognition (also Psychology 370)]

Spring. 4 credits. Not offered 1993-94.

J. Bowers.]

[LING 400 Semiotics and Language

Spring. 4 credits. Not offered 1993-94.

L. Waugh.]

LING 401 Language Typology

Fall. 4 credits.

J. Gair.

[LING 412 Process and Knowledge in Speech Perception and Word Recognition

Spring. 4 credits. Not offered 1993-94.

Staff.]

LING 421-422 Semantics I, II

Fall and spring. 4 credits each term.

F. Landman, S. McConnell-Ginet.

LING 436 Language Development (also Psychology 436 and HDFS 436)

Spring. 4 credits.

B. Lust.

[LING 450 Computational Linguistics

Fall. 4 credits. Not offered 1993-94.

F. Landman.]

Mathematics**[MATH 481 Mathematical Logic (also Philosophy 431)]**

Fall. 4 credits. Not offered 1993-94.]

[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)]

Spring. 4 credits. Not offered 1993-94.]

[MATH 486 Applied Logic (also Computer Science 486)]

Fall. 4 credits. Not offered 1993-94.]

MATH 487 Applied Logic II

Spring. 4 credits.

Neurobiology and Behavior (Division of Biological Sciences)**BIO S 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits.

P. Sherman.

BIO S 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits.

R. Booker.

[BIO S 326 The Visual System

Spring. 4 credits. Not offered 1993-94.

H. Howland.]

BIO S 328 Biopsychology of Learning and Memory (also Psychology 332)

Spring. 3 credits.

T. DeVoogd.

[BIO S 396 Introduction to Sensory Systems (also Psychology 396)]

Spring. 3 or 4 credits. Not offered 1993-94.

B. Halpern.]

BIO S 424 Neuroethology

Spring. 3 credits.

C. D. Hopkins.

BIO S 492 Sensory Function (also Psychology 492)

Spring. 4 credits.

H. Howland, B. Halpern.

BIO S 496 Bioacoustic Signals in Animals and Man

Spring. 3 credits.

C. Clark, R. R. Hoy.

Philosophy**PHIL 231 Introduction to Formal Logic**

Fall or spring. 4 credits.

J. Jarrett, fall; C. Ginet, spring.

[PHIL 261 Knowledge and Reality

Spring. 4 credits. Not offered 1993-94.

J. Jarrett.]

[PHIL 262 Philosophy of Mind

Fall. 4 credits. Not offered 1993-94.

S. Shoemaker.]

PHIL 286 Science and Human Nature

Fall. 4 credits.

R. Boyd, K. Jones.

[PHIL 318 Twentieth-Century Philosophy

Spring. 4 credits. Not offered 1993-94.]

PHIL 331 Formal Logic

Spring. 4 credits.

H. Hodes.

PHIL 332 Philosophy of Language

Fall. 4 credits.

M. Crimmins.

PHIL 361 Metaphysics and Epistemology

Spring. 4 credits.

C. Ginet, S. Shoemaker.

PHIL 381 Philosophy of Science: Knowledge and Objectivity

Fall. 4 credits.

R. Boyd.

[PHIL 382 Philosophy and Psychology

4 credits. Not offered 1993-94.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]
4 credits. Not offered 1993-94.]

[PHIL 431 Deductive Logic (also Mathematics 481)]
Fall. 4 credits. Not offered 1993-94.]

[PHIL 433 Philosophy of Logic]
4 credits. Not offered 1993-94.]

[PHIL 436 Intensional Logic (also Mathematics 483)]
Spring. 4 credits. Not offered 1993-94.]

[PHIL 437 Problems in the Philosophy of Language]
Spring. 4 credits. Not offered 1993-94.
M. Crimmins.]

PHIL 461 Metaphysics
Fall. 4 credits.
R. Miller.

[PHIL 483 Philosophy of Choice and Decision]
Fall. 4 credits. Not offered 1993-94.
M. Crimmins.]

Psychology

PSYCH 205 Perception
Spring. 3 credits.
Staff.

PSYCH 209 Development
Spring. 4 credits.
F. Keil.

PSYCH 214 Cognitive Psychology
Fall. 3 credits.
B. Khurana.

PSYCH 215 Psycholinguistics
Fall. 3 or 4 credits.
J. Sereno.

[PSYCH 305 Visual Perception]
Fall. 4 credits. Not offered 1993-94.
J. Cutting.]

[PSYCH 308 Perceptual Learning]
Fall. 3 credits. Not offered 1993-94.
Staff.]

PSYCH 309 Development of Perception and Representation
Fall. 3 credits.
E. Spelke.

[PSYCH 313 Perceptual and Cognitive Processes]
Spring. 4 credits. Not offered 1993-94.
Staff.]

[PSYCH 314 The Social Psychology of Language]
Spring. 4 credits. Not offered 1993-94.
Staff.]

[PSYCH 316 Auditory Perception]
Spring. 3 or 4 credits. Not offered 1993-94.
Staff.]

PSYCH 332 Biopsychology of Learning and Memory (also Neurobiology and Behavior 328)
Spring. 3 credits.
T. DeVoogd.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display
Fall. 3 credits.
D. Field.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)

Fall. 3 credits.
B. Strupp.

[PSYCH 370 Language and Cognition (also Linguistics 370)]
Spring. 4 credits. Not offered 1993-94.
J. Bowers.]

[PSYCH 396 Introduction to Sensory Systems (also Biological Sciences 396)]
Spring. 3 or 4 credits. Not offered 1993-94.
B. Halpern.]

PSYCH 412 Human Experimental Psychology Laboratory
Spring. 4 credits.
D. Field.

PSYCH 414 Comparative Cognition
Spring. 3 credits.
E. Spelke.

PSYCH 415 Concepts, Categories, and Word Meanings
Fall. 4 credits.
F. Keil.

[PSYCH 416 Psychology of Language]
Spring. 4 credits. Not offered 1993-94.
Staff.]

PSYCH 417 The Origins of Thought and Knowledge
Spring. 4 credits.
F. Keil.

[PSYCH 418 Psychology of Music]
Fall. 3 or 4 credits. Not offered 1993-94.
C. Krumhansl.]

PSYCH 425 Brain and Behavior
Fall. 3 or 4 credits.
B. Finlay.

PSYCH 436 Language Development (also Linguistics 436 and HDFS 436)
Spring. 4 credits.
B. Lust.

[PSYCH 465 Mathematical Psychology]
Spring. 4 credits. Not offered 1993-94.
Staff.]

[PSYCH 490 History and Systems of Psychology]
Fall. 4 credits. Not offered 1993-94.
Staff.]

PSYCH 492 Sensory Function (also Biological Sciences 492)
Spring. 4 credits.
H. Howland, B. Halpern.

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

COGST 773-774 Proseminar in Cognitive Studies I and II

Fall, spring. 2 credits each semester.
R 1:25-2:40. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use.

COGST 600/700 Graduate Seminars

HDFS 600/700 Graduate Seminars

LING 600/700 Graduate Seminars

MATH 581 Logic

MATH 655 Mathematical Foundations of Computer Modeling and Simulation

MATH 684 Recursion Theory

MATH 688 Automated Theorem Proving

PHIL 700 Graduate Seminars

PSYCH 500-700 Graduate Seminars

College Scholar Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The College Scholar program is described in the introductory section of Arts and Sciences.

COLLS 397 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

COLLS 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

East Asia Program

140 Uris Hall

T. P. Lyons, director; S. Akiba, R. Barker, T. Bestor, K. W. Brazier, P. Chi, T. Christensen, S. G. Cochran, J. Cody, B. de Bary, C. d'Orban, E. M. Gunn, J. V. Koschmann, J. M. Law, L. C. Lee, Y. Li, D. R. McCann, J. R. McRae, T. L. Mei, V. Nee, C. A. Peterson, J. R. Piggott, V. Pucik, M. Rebick, N. Sakai, P. S. Sangren, T. Shiraishi, V. B. Shue, R. J. Smith, R. J. Sukle, H. Wan, J. K. Wheatley, J. Whitman, M. W. Young, X. Zhou

East Asian studies at Cornell is led by thirty-six faculty members from five colleges, who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through various departments in most of the humanities and social science disciplines, as well as in the fields of business, city and regional planning, international and comparative labor relations and rural sociology. Language courses in Mandarin, Cantonese, Korean, and Japanese are offered, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree, or an M.A./Ph.D. degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. A variety of fellowships, travel grants, awards, and assistantships are available for graduate students in East Asian studies.

The formal program of study is enriched by a variety of extracurricular activities, including a Chinese language house, various film series, career workshops, art exhibits, and numerous lectures, symposia and performances related to East Asia. The Wason Collection in Olin Library is a comprehensive collection of books on East Asia in Western languages, Japanese,

and Chinese. The Mary Rockwell Galleries of the Herbert F. Johnson Museum of Art have an excellent collection of East Asian art.

Freshman Writing Seminars

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

Human Biology Program

J. Haas (nutritional sciences), director, 211 Savage Hall, 255-8001, B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K.A.R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), D. McClearn (ecology and systematics), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertshaw (physiology), S. Robertson (human development and family studies), R. Savin-Williams (human development and family studies), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology, into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending upon the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101-103 plus 102-104 or 105-106 or Biological Sciences 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (Chemistry 103-104 or 207-208 or 215-216); one year of college mathematics (Mathematics 111-112 or 105-106 or 111-105); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 231, 330 or 331). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses

Human Anatomy and Physiology

BIO S 214 The Biological Basis of Sex Differences (also Women's Studies 214)

Spring. 3 credits.

BIO S 274 Functional and Comparative Morphology of Vertebrates
Spring. 4 credits.

BIO S 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)
Fall. 3 credits.

BIO S 319 Animal Physiology Experimentation (also Veterinary Medicine 378)
Fall. 3 credits.

BIO S 458 Mammalian Physiology
Spring. 3 credits.

BIO S 474 Laboratory and Field Methods in Human Biology (also Anthropology 474)
Spring. 5 credits.

NS 115 Nutrition and Health: Concepts and Controversies
Fall. 3 credits.

NS 222 Maternal and Child Nutrition
Spring. 3 credits.

NS 331 Physiological and Biochemical Bases of Human Nutrition
Spring. 3 credits.

NS 341 Human Anatomy and Physiology
Spring. 4 credits.

NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)
Fall. 3 credits.

NS 441 Nutrition and Disease
Fall. 4 credits.

PSYCH 322 Hormones and Behavior (also Biological Sciences 322)
Spring. 3 or 4 credits.

PSYCH 425 Brain and Behavior
Fall. 3 or 4 credits.

VET M 331 Medical Parasitology
Fall. 2 credits.

Human Behavior

Anthr 490 Primates and Evolution
Spring. 4 credits.

BIO S 301 Biology and Society I: The Social Construction of Life (also Biology and Society 301)
Fall. 4 credits.

BIO S 427 Animal Social Behavior
Fall. 3 credits.

HDFS 344 Infant Behavior and Development
Fall. 3 credits.

HDFS 645 Seminar in Infancy: Newborn Behavioral Organization
Spring. 3 credits.

HSS 315 Human Sexuality: A Biosocial Perspective
Spring. 3 credits.

NS 245 Social Science Perspectives of Human Nutrition
Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also Human Development and Family Studies 347)
Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior
Fall. 4 credits.

PSYCH 425 Brain and Behavior
Fall. 3 or 4 credits.

R SOC 408 Human Fertility in Developing Nations (also B Soc 404)
Fall. 3 credits.

R SOC 438 Social Demography
Fall. 3 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Human Kind
Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)
Spring. 3 credits.

ANTHR 214 Humankind: The Biological Background
Fall. 3 credits.

ANTHR 490 Primates and Evolution
Spring. 4 credits.

BIO S 207 Evolution
Fall. 3 credits.

BIO S 261 Ecology and the Environment
Fall. 4 credits.

BIO S 272 Functional Ecology: How Animals Work
Spring. 4 credits.

BIO S 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)
Fall. 3 credits.

BIO S 371 Human Paleontology (also Anthropology 371)
Fall. 4 credits.

BIO S 378 Evolutionary Biology
Spring. 4 credits.

BIO S 461 Population and Evolutionary Ecology
Fall. 4 credits.

BIO S 464 Microevolution and Macroevolution
Spring. 4 credits.

BIO S 470 Ecological Genetics
Spring. 4 credits.

BIO S 471 Mammology
Fall. 4 credits.

BIO S 481 Population Genetics
Fall. 4 credits.

BIO S 482 Human Genetics and Society
Fall. 3 credits.

BIO S 484 Molecular Evolution
Spring. 3 credits.

BIO S 673 Human Evolution: Concepts, History and Theory (also Anthropology 673)
Fall. 3 credits.

B&SOC 447 History of Biology-Evolution (also History 447)
Fall. 4 credits.

HSS 330 Ecology and Epidemiology of Health
Fall. 3 credits.

NS 306 Nutritional Problems of Developing Nations
Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior
Fall. 4 credits.

R SOC 201 Population Dynamics
Spring. 3 credits.

VET M 331 Medical Parasitology
Fall. 2 credits.

VET M 664 Introduction to Epidemiology
Fall. 3 credits.

Independent Major Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

IM 351 Independent Study
Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

IM 499 Honors Research
Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

Intensive English Program

E. J. Beukenkamp, director, R. L. Feldman, director for 1993-94

This full-time, noncredit, nondegree program is designed to meet the requirements of foreign students who need to acquire proficiency in English to pursue university-level studies in the United States, as well as for visitors, personnel in business, hospitality industry, legal work, medicine, and others seeking competence in the language.

The intensive nature of the program leads to a command of the language in all its aspects—listening, speaking, reading, and writing—in the shortest possible time.

Integrated courses are offered both fall and spring semesters at three levels: beginning (Test of English as a Foreign Language [TOEFL] score below 370), intermediate (TOEFL score below 450), and advanced.

Students who have gained full admission to, or who already are registered in, degree-granting programs at Cornell should consult the section, Modern Languages and Linguistics, for information regarding courses in English as a second language.

The Intensive English Program is administered by the Department of Modern Languages and Linguistics, Cornell University, Morrill Hall, Ithaca, New York 14853-4701, U.S.A. Application materials and information are available directly from the program by calling 607/255-4863, or by faxing 607/255-7491.

International Relations Concentration

P. Katzenstein, faculty coordinator

International Relations is one of Cornell university's strongest, most diverse undergraduate fields. Cornell offers dozens of courses in many departments and several colleges which provide a strong grounding in the field, including courses in government, economics, history, rural sociology, nutrition, modern languages and literature, international

comparative labor relations, and others. The purpose of the International Relations Concentration is to provide a structure for undergraduate students who will go on to specialize in careers in international law, economics, agriculture, foreign trade, international banking, government service, international organizations, or another cultural or scholarly activity. Some students will major in one of the traditional departments, such as history, government, or economics, while others will design an independent major. Still others will major in a different discipline, but seek to gain a basic understanding of important international problems.

The requirements for a concentration in International Relations are as follows:

- 1) Two courses in government:
 - a) Government 181 or 281: Introduction to International Relations (fall).
 - b) One appropriate 300-level government course, either in international relations or in the foreign policy of a particular nation.
- 2) Two courses in economics:
 - a) One from the following offerings: Economics 361*, International Trade Theory and Policy (fall); Economics 362*, International Monetary Theory and Policy (spring); Economics 363, International Economics (fall); Economics 371, Economic Development (fall).
 - b) One from the following offerings: Economics 366, The Economy of the Soviet Union (fall); Economics 367, Comparative Economic Systems: Soviet Union and Europe (spring); Economics 370, Socialist Economies in Transition (fall); Economics 374, National and International Food Economics (spring); (*Students, however, can take Economics 361 and 362 for fulfilling two economics courses)
- 3) Two courses in history:
 - a) History 314: History of American Foreign Policy II (spring)
 - b) Any history course dealing with a modern nation or region other than the United States.

Under certain conditions, it may be possible to substitute other courses for those listed above.

The typical choices among the sequences listed above would be to study European history and government and Economics 361, 362, or 367, or Third World history and government and Economics 371 and other listed economics courses. *All courses used to fulfill concentration requirements must be taken for a letter grade.* In addition, students are strongly encouraged to acquire full proficiency in a modern foreign language, to elect additional related courses in international affairs, and to spend at least one semester abroad during their undergraduate education. Student transcripts will reflect successful completion of the requirements for the concentration. Students will receive a special certificate signed by the dean and chair of the international relations concentration. Students choosing to concentrate in International Relations should come see the concentration coordinator in Uris 152B (phone: 255-8938) for further information.

Center for International Studies

See Interdisciplinary Centers, Programs, and Studies, p. 16.

Program of Jewish Studies

D. I. Owen, director (Near Eastern and ancient Jewish history), R. Brann (Hebrew and Judeo-Arabic literatures), S. L. Gilman (German Jewish history and literature and Yiddish literature), S. Goodhart (Holocaust studies), P. Hyams (Medieval Jewish History), L. Kant (Near Eastern Religions), Richard Polenber (American-Jewish history), J. Porte (American-Jewish writers), D. S. Powers (history of Jews in Islamic lands), G. Rendsburg (Biblical studies and Semitic languages), N. Scharf (Hebrew language), D. Schwarz (English-Jewish Writers), S. Shoer (Hebrew and Yiddish languages)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures (now the Department of Near Eastern Studies) in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded, and courses in ancient, medieval, and modern Jewish history have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from the various Cornell colleges and schools.

The Program of Jewish Studies supports teaching and research in the overall area of Judaic Studies. It is a secular, academic program, the interests of which are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica which are pursued by the members of the Department of Near Eastern Studies.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; and Holocaust studies. In some of these fields students may take courses both on graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST [101]-102 An Introduction to The Classics of Jewish Literature (also Near Eastern Studies [121]-122 and Religious Studies [121]-122)

[101, fall;] 102, spring. 3 credits each semester. Freshman seminar.
M W F 3:35-4:25. D. Regenspan.

JWST 103 Elementary Modern Hebrew (also Near Eastern Studies 103)

Summer. 4 credits.
M-F 8:30-9:45. N. Scharf.

JWST 105-106 Elementary Modern Hebrew I and II (also Near Eastern Studies 101-102)

Fall and spring. 6 credits each semester.

Total enrollment limited to 15 each section.

M-F. Sec 01: 10:10-11:00; 02: 11:15-12:05; 03: 1:25-2:15. S. Shoer.

JWST 171 The Hebrew Muse: Explorations in Classic Jewish Literature (also Near Eastern Studies 171)

Fall. 3 credits.
M W F 3:30-4:25. D. Regenspan.

JWST 201-202 Intermediate Modern Hebrew I and II (also Near Eastern Studies 201-202)

Fall and spring. 4 credits each semester. Total enrollment limited to 15 students each section.

M-R. Sec 01: 11:15-12:05; 02: 1:25-2:15. N. Scharf.

JWST 223 Introduction to the Bible (also Near Eastern Studies 223 and Religious Studies 223)

Fall. 3 credits each semester.
T R 10:10-11:25. S. Noegel.

JWST 227 Introduction to the Prophets (also Near Eastern Studies 227 and Religious Studies 227)

Spring. 3 credits.
M W F 10:10-11:00. G. Rendsburg.

JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Near Eastern Studies 247)

Fall. 3 credits.
T R 1:25-2:40. L. Kant.
In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C. E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

JWST 261 Ancient Seafaring (also NES 261 and Archeo 275) @#

Fall. 3 credits.
T R 1:25-2:40. D. I. Owen.
A survey of the history and development of archaeology under the sea. The role of nautical technology and seafaring among the maritime peoples of the ancient Mediterranean world—Canaanites, Minoans, Mycenaeans, Phoenicians, Hebrews, Greeks, and Romans—as well as the riverine cultures of Mesopotamia and Egypt. Evidence for maritime trade, economics, exploration and colonization, and the role of the sea in religion and mythology are discussed.

JWST 274 Jewish Civilization in Eastern Europe, 1789-1939

Spring. 2 credits.
R 1:25-4:25. A. Nadler.
An introduction to the social, intellectual, and literary history of the Jews of Eastern Europe in the modern period, as reflected in primary texts (in English translation). The course will explore the full range of Jewish religious, cultural, and political movements of this period, such as hasidism, the *haskala* (Jewish

enlightenment), and the varieties of modern Jewish nationalism, through the prism of their greatest literary works.

JWST 301-302 Advanced Modern Hebrew I and II (also Near Eastern Studies 301-302) @

Fall and spring. 4 credits. Total enrollment limited to 15 students.
M W F 2:30-3:20. N. Scharf.

JWST 400 Seminar in Advanced Hebrew (also Near Eastern Studies 400)

Spring. 4 credits. Total enrollment limited to 15 students.
T R 11:40-12:55. N. Scharf.

JWST 420 Readings in Biblical Hebrew Prose (also Near Eastern Studies 420 and Religious Studies 420)

Spring. 4 credits.
M W F 1:25-2:15. G. Rendsburg.

JWST 478 Jewish-American Writing (also English 479)

Fall. 4 credits. Limited enrollment. Permission of instructor required.
TBA. J. Porte.
A study of American writing from about 1895 to the present that is concerned with the Jewish experience in the New World. Some topics to be covered: immigrant life, gender issues, the conflict between religious and secular outlooks, political affiliation, the Great Depression, the Group Theater, anti-Semitism, Jewish life in the suburbs, the effect of the Holocaust, the "renewal" of Yiddish culture and religious interest. Authors to be studied may include: Abraham Cahan, Anzia Yezierska, Fannie Hurst, Mike Gold, Henry Roth, Clifford Odets, Muriel Rukeyser, Karl Shapiro, Lionel Trilling, Alfred Kazin, Saul Bellow, Bernard Malamud, Philip Roth, and Cynthia Ozick. There will be opportunities for research in secondary sources and we shall probably study some films on secondary sources and on Jewish subjects (e.g., *Hester Street* and *Crossing Delancy*).

JWST 491-492 Independent Study—Undergraduate

Fall and spring. Variable credit. Staff.

JWST 499 Independent Study—Honors

Fall and spring. Variable credit. Staff.

Courses Not offered 1993-94.

JWST 125-126 The Bible as Literature in its Ancient Near Eastern Context (also Near Eastern Studies 125-126 and Religious Studies 125-126)

JWST 220 Aramaic (also Near Eastern Studies 238)

JWST 221 Readings in Classical Hebrew Literature: The Art of Biblical Narrative (also Near Eastern Studies 221)

JWST 222 Readings in Classical Hebrew Literature: The Art of Biblical Poetry (also Near Eastern Studies 222)

JWST 224-225 Elementary Biblical Hebrew I & II (also Near Eastern Studies 232-235 and Near Eastern Studies 423-424)

JWST 226 Exodus and Conquest (also Near Eastern Studies 226)

JWST 228/628 Genesis (also Near Eastern Studies 228 and 628 and Religious Studies 228)

JWST 229 Women in the Hebrew Bible (also Near Eastern Studies 292 and Women's Studies 292)

- JWST 240 Israel: History and Geography (also Near Eastern Studies 242) Summer.
- JWST 243 Classics of Hebrew Literature, a Survey: The Hebrew Literary Tradition (also Comparative Literature 231 and Near Eastern Studies 231)
- JWST 249 Jewish Sectarian Literature in Late Antiquity (also Near Eastern Studies 279 and Religious Studies 279)
- JWST 250 Response to the Holocaust
- JWST 251 The Holocaust: The Destruction of European Jewry, 1933–1945
- JWST 254 Jurisprudence and the Holocaust
- JWST 255 The Emergence of the Modern Jew: 1648–1948 (also Near Eastern Studies 245)
- JWST 257 Seminar: The Eichmann Case
- JWST 260 The History and Archaeology of Ancient Israel (also Archaeology 243 and Near Eastern Studies 243)
- JWST 263 Introduction to Biblical History and Archaeology (also Archeology 263, Near Eastern Studies 263 and Religious Studies 264)
- JWST 264 Agriculture and Society in the Ancient Near East (also Near Eastern Studies 264)
- JWST 283 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Comparative Literature 333 and Near Eastern Studies 233)
- JWST 284 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also Comparative Literature 234, Near Eastern Studies 234, Religious Studies 234 and Spanish Literature 240)
- JWST 293 Judaism, Christianity and Islam in Comparative Perspective (also Near Eastern Studies 293)
- JWST 322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (also Near Eastern Studies 322)
- JWST 332 Ancient Near Eastern Literature (also Near Eastern Studies 332)
- JWST 340 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also Near Eastern Studies 320 and Religious Studies 340) @#
- JWST 344 The History of Early Christianity (also Near Eastern Studies 324 and Religious Studies 325)
- JWST 346 Jews of Arab Lands (also Near Eastern Studies 346)
- JWST 348 Varieties of Judaism in the Graeco-Roman World (also Near Eastern Studies 348 and Religious Studies 348)
- JWST 359 Anti-Semitism in Germany and the Jewish Response (also German Studies 349)
- JWST 361 Interconnections in the Eastern Mediterranean World in Antiquity (also Near Eastern Studies 361)
- JWST 362 The History and Archaeology of Ebla (also Near Eastern Studies 362)
- JWST 365 The Divided Monarchy (also Near Eastern Studies 365)
- JWST 366 The History and Archaeology of the Ancient Near East (also Archaeology 310 and Near Eastern Studies 366)
- JWST 375 The Shtetl in Modern Yiddish Fiction in English Translation (also German Studies 375)
- JWST 377 The Yiddish Novel in English Translation (also German Studies 377)

- JWST 383 Seminar in Medieval Hebrew Literature: The Short Story (also Near Eastern Studies 303)
- JWST 384 Seminar in Medieval Hebrew Literature: The Novel (also Near Eastern Studies 304)
- JWST 402 Seminar in Hebrew Literature and Poetics (also Near Eastern Studies 402)
- JWST 409 The Double Identity Crisis: German Jewish Women from Rahal Varnhagen to Hannah Arendt (also German Studies 409 and Women's Studies 409)
- JWST 411 African Americans and Jewish Americans: Identities, Parallels, and Conflicts (also Africana Studies and Research Center 411 and German Studies 411)
- JWST 421 Readings in Biblical Hebrew Poetry (also Near Eastern Studies 421 and Religious Studies 423)
- JWST 428 Medieval Hebrew Biblical Exegesis (also Near Eastern Studies 428)
- JWST 444/644 The Holocaust Survivor as Author (also German Studies 444/644)
- JWST 450 Undergraduate Seminar in Recent American History: Benjamin N. Cardozo and the American Judicial Tradition (also History 440)
- JWST 482 Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics (also Near Eastern Studies 432)
- JWST 627 The Song of Songs (also Near Eastern Studies 627 and Religious Studies 627)

John S. Knight Writing Program

The director of the John S. Knight Writing Program is Jonathan Monroe, associate professor in the Department of Comparative Literature. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of Freshman Writing Seminars. The program's offices are in 159 Goldwin Smith Hall (telephone: 255-4061).

M. Gilliland (Writing Workshop), K. Hjortshoj (Writing Workshop), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), J. Pierpont (Writing Workshop).

The John S. Knight Writing Program helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for freshmen and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments participate in the program.

Advanced Writing Seminars

For upperclass students, the program collaborates with the Department of English in offering English 288–89, "Expository Writing." This course helps students write with more confidence and skill in all disciplines, while provoking inquiry into particular areas of study, forms or uses of writing, or topics intimately related to the written medium. Students may choose among a variety of sections focusing on such themes as "Writing about the Social World," "Writing in the Humanities," "Issues and Audiences," "Understanding the News," and "The Languages of Science."

Freshman Writing Seminars

For freshmen the program offers the freshman writing seminars—more than 155 different courses in the humanities, social sciences, expressive arts, or sciences. Freshman writing seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. These seminars teach writing within a field while offering freshmen the opportunity to participate in a small seminar. Although they differ widely in content, all seminars adhere to the following requirements:

- 1) at least thirty pages of assigned writing
- 2) at least eight—and, at most, about fourteen—written assignments
- 3) opportunities for serious revision, not mere editing, of essays (at least some of these revising assignments may satisfy 1 and 2 above)
- 4) ample classroom time spent on work directly related to writing
- 5) reading assignments small enough—about one hundred pages a week at most—to permit regular, concentrated work on writing
- 6) individual conferences

Offerings change from semester to semester. Each term's freshman writing seminars are described in a brochure available from college registrars.

To ensure that students will enjoy the benefits of small writing classes, no freshman writing seminar may comprise more than seventeen students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars. Most students receive one of their highest choices. In the fall students may change their writing seminars at the Freshman Writing Seminar Exchange; and in the spring, students may change their writing seminars at the University Course Exchange. Changes can also be made at special Freshman Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the program accept freshman writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "freshman writing," "oral and written expression," and the like. The program does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently most undergraduate students are required to take two freshman writing seminars. Architecture students, however, need only one. Hotel students fulfill their requirement through Hotel Administration 165, which should be taken with Hotel Administration 265 during the first two semesters at Cornell. Agriculture and life sciences students can take freshman writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Writing Program or the Department of English is necessary. How

these credits may be applied to freshman writing or other distribution requirements depends on the student's college and score. All students who score "5," except architecture and fine arts students, may apply their three credits towards the writing requirements of their college. Of students who score "4," only agriculture and life science students and industrial and labor relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a freshman writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level freshman writing seminars: English 270, 271, and 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to freshman writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one thirty-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a freshman writing seminar to satisfy part of their writing requirement. The John S. Knight Writing Program must approve all such petitions in advance.

Although Cornell "summer writing program" seminars may fulfill college writing requirements, they do not automatically count toward those requirements. Students who have taken these courses must ask their college registrars to assign the credits in the appropriate categories.

Teaching Writing

Each summer and fall, the program offers instruction in the teaching of writing to new staff members in the freshman writing seminars and other interested instructors. Teaching Writing I, offered in the summer, is primarily a course for graduate students; the same course is offered in the fall as Teaching Writing II. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

Writing Workshop

The John S. Knight Writing Program offers Workshops in English Composition for freshmen (or transfer students needing writing credit) through the Writing Workshop. These tutorials in English composition are designed for students who have had little training in composition or who have serious difficulty with writing assignments.

Writing 137 and 138 are graded S-U only, and students receiving a grade of S are normally

granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The workshop also offers a walk-in service (see below) to help students with problems in essay writing. The director is Joe Martin, senior lecturer in the Writing Workshop. The workshop offices are in 174 Rockefeller Hall (telephone: 255-6349).

The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

Freshman Writing Seminar

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

WRIT 137-138 Workshops in English Composition

137, fall; 138, spring. 3 credits each term. Each section limited to 12 students. S-U grades only.

Hours to be arranged. J. Martin and staff. An intensive writing experience, this course is designed for those whose composition skills need extra attention. In class discussion, students respond to each other's work and analyze brief additional readings. The average weekly syllabus includes small classes, a tutorial with the instructor, and a paper plus revision. Each section of this course is individually shaped to respond to the needs of students in that particular class.

Latin American Studies

Lourdes Benería, Robert Blake, David Block, Debra Castillo, Carlos Castillo-Chavez, Tom Davis, Eleanor Dozier, Gary Fields, William Goldsmith, Jere Haas, Jean-Pierre Habicht, John Henderson, Thomas Holloway, Zulma Iguina, Billie Jean Isbell, Steven Jackson, Teresa Jordan, Eldon Kenworthy, John Kronik, Steven Kyle, David R. Lee, Thomas Lynch, Reynaldo Martorell, Olivia Mitchell, Antonio Monegal, Luis Morató, Craig Morris, Jura Oliveira, José Piedra, Thomas Poleman, Alison Power, Mary Roldan, Jeannine Routier-Pucci, Diva Sanjur, Donald Solá, Stycos Mayone, J. Margarita Suñer, David H. Thurston, Jonathan Tittler, Armand VanWambeke, Lawrence Williams, Frank Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Undergraduate students may arrange an independent major in Latin American studies, and graduate students may pursue a minor in Latin American studies while majoring in the graduate field of their choice. The College of Arts and Sciences

offers Latin American studies courses in anthropology, economics, government, history, and sociology. In addition, there is a varied language, literature, and linguistics curriculum in Spanish, Portuguese, and Quechua. The student may also pursue Latin American studies in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Human Ecology; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345 or 190 Uris Hall.

Law and Society

P. Hyams, Director, 307 McGraw Hall, 255-2076, C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), S. Jasanoff (science and technology studies), M. Katzenstein (government), D. B. Lyons (philosophy), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near Eastern studies), J. Rabkin (government), L. Scheinman (government)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. In addition, undergraduates in the College of Arts and Sciences can major in law and society through the Independent Major Program. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Such a program should ordinarily include at least four courses from the following list. Other courses may be substituted with the approval of the adviser.

ANTHR 328 Law and Culture

ANTHR 329 Power and Culture

ANTHR 627 Legal Anthropology

COM L 326 Christianity and Judaism

COM L 427 Seminar on Biblical Law

ECON 304 Economics and the Law

ECON 354 Economics of Regulation

GOVT 307 Law and Social Change

GOVT 313 The Nature, Functions, and Limits of Law

GOVT 323 The "Fourth" Branch

GOVT 327 Civil Liberties in the United States

GOVT 328 Constitutional Politics: The United States Supreme Court

GOVT 364 Liberty, Equality, and the Social Order

GOVT 389 International Law

GOVT 407 Law, Science, and Public Values

GOVT 409 Interpretation, Authority, and the Law (also Sociology 409)

GOVT 414 The Administrative State

GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism

GOVT 457 Comparative Public Law: Legal Controls on Government in Europe and America

GOVT 489 International Law and Regime Development

HIST 275 Crime and Punishment: From the Puritans to Mickey Spillane

HIST 318 American Constitutional Development

HIST 367 Church and State during the Middle Ages

HIST 421 Constitutionalism as a Cultural Problem in America

HIST 430 Law and Authority in American Life

HIST 436 Conflict Resolution in Medieval Europe

NES 357 Islamic Law and Society

PHIL 319 Philosophy of Marx

PHIL 342 Law, Society, and Morality (also Law 666)

PHIL 444 Contemporary Legal Thought (also Law 710)

PHIL 446 Topics in Social and Political Philosophy

PSYCH 265 Psychology and Law

SOC 207 Ideology and Social Concerns

SOC 310 Sociology of War and Peace

SOC 348 Sociology of Law

SOC 372 Sex Discrimination: Law and Social Policy (also Government 306 and Women's Studies 372)

SOC 409 Interpretation, Authority, and the Law (also Government 409)

B&SOC 406 Biotechnology, Society, and Law

B&SOC 426 The Social Functions of Law and Medicine

CRP 480 Environmental Politics

CRP 656 Land Resources Protection Law

CEE 524 Contemporary Issues in Environmental Law and Policy

CEE 525 Environmental Law I

CE&H 465 Consumers and the Law

ILR 607 Arbitration and Public Policy

ILR 680 Problems in Union Democracy

Medieval Studies

Danuta Shanzer, director; B. B. Adams, F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, E. W. Browne, R. G. Calkins, A. M. Colby-Hall, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, P. R. Hyams, J. H. Jasanoff, J. J. John, C. V. Kaske, W. J. Kennedy, N. Kretzmann, J. R. McRae, M. Migiel, J. M. Najemy, C. A. Peterson, J. R. Piggott, D. S. Powers, D. M. Randel, S. Senderovich, W. Wetherbee

Undergraduates interested in Medieval Studies have an opportunity to take courses in the following areas of instruction: medieval Hebrew, Arabic, and Latin; Old English, Middle English, and Old Irish; Old Provençal and medieval French; medieval Spanish and Italian; Old Saxon, Old High German, Middle High German, Gothic, Old Norse (Old Icelandic); Old Russian, and Old Church Slavonic; comparative literature; medieval art and architecture; medieval history; Latin paleography; medieval philosophy; musicology; comparative Slavic linguistics, comparative Romance linguistics, and comparative Germanic linguistics.

Undergraduates who want to undertake an independent major or a concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall.

Information for prospective graduate students is contained in the catalog of the Graduate School and in a brochure on Medieval Studies, which can be obtained from the director.

Graduate Seminars

Courses in various aspects of medieval studies are offered each year in numerous cooperating departments, including Classics, Comparative Literature, English, History, History of Art, Modern Languages and Linguistics, German Literature, Romance Studies, Russian Literature, Music, Asian Studies, Near Eastern Studies, and Philosophy, and by the Society for the Humanities. An up-to-date listing of the courses offered in each term will be made available at the Medieval Studies office as soon as the Course and Time Roster is published.

Modern European Studies Concentration

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of at least one course in each of the three areas listed below:
 - a) *European Politics, Society and Economics*
 - Anthr 350 Anthropology of Europe
 - Econ 367 Comparative Economic Systems: Soviet Union and Europe
 - Econ 370 Socialist Economies in Transition
 - Govt 325 Eastern European Politics
 - Govt 332 Western European Politics

- Govt 338 European Political Development
- Govt 342 The New Europe
- Govt 350 Comparative Revolutions
- Soc 366 Transitions from State Socialism

b) Modern European History

- Hist 242 Europe since 1789 #
- Hist 353 Nineteenth-Century European Intellectual History
- Hist 354 Twentieth-Century European Intellectual History
- Hist 362 European Cultural History 1815-1870 #
- Hist 363 European Cultural History 1870-1945
- Hist 383 Europe 1900-1945
- Hist 384 Europe 1945-68
- Hist 385 Europe 1968-1990

c) Humanities

Any general course dealing with modern Europe (19th and 20th centuries) in one of the following departments: Comparative Literature, English, German Studies, History of Art, Music, Philosophy, Romance Studies, Theatre Arts. Examples of such courses include:

- ArtH 260 Introduction to Art History: The Modern Era
- ArtH 361 Nineteenth-Century European Art #
- COML 202 Great Books
- COML 364 The European Novel
- Music 108 Bach to Debussy #
- Music 274 Opera #
- Music 383 Music of the Nineteenth Century #
- Phil 212 Modern Philosophy #
- Theat 241 Introduction to Western Theatre II #

Under certain conditions, it may be possible to substitute other courses for those listed above.

- 3) Three additional courses in any of the three areas.
 - a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.
 - b) Courses in modern European history (post-1789)
 - c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

For a list of relevant courses and seminars, departmental advisers, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592).

Religious Studies

B. B. Adams, director; R. Ahmed, C. M. Arroyo, R. A. Baer Jr., J. P. Bishop, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, J. Fajans, J. W. Gair, D. Gold, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, L. H. Kant, C. V. Kaske, S. T. Katz, A. T. Kirsch, N. Kretzmann, J. M. Law, D. Mankin, K. S. March, J. McRae, C. Minkowski, R. L. Moore, P. Morewedge, D. I. Owen, L. Peirce, J. R. Piggott, D. S. Powers, D. M. Randel, G. Rendsburg, J. S. Rusten, P. S. Sangren, S. Saraydar, D. R. Shanzer, J. T. Siegel, T. A. Sokol, M. Washington, A. Wood

The program in Religious Studies is designed to meet the needs of three classes of students: those seeking interesting courses on religious topics as free electives or to fulfill distribution requirements; those desiring a more systematic exposure to the study of religion as a major component of their liberal arts experience; and those planning to pursue advanced academic work in religious studies or allied disciplines or subdisciplines (e.g., history of religions, anthropology, religion and literature, religion and psychology, ethics, or theology, as well as certain geographical area studies). To all these students the program offers an opportunity to acquire a fuller understanding and appreciation of one of the most fundamental aspects of human thought and behavior.

The Concentration in Religious Studies

Until May 1994, students in the College of Arts and Sciences may acquire a concentration in Religious Studies by completing an approved program of study that includes at least four courses from the lists below or from updated versions of these lists posted at the Religious Studies office, 309 Rockefeller Hall. Thereafter the concentration will be superseded by the major in Religious Studies.

The Major in Religious Studies

To graduate as a major in Religious Studies a student must (1) complete with letter grades the program's two core courses, Religious Studies 101 (Understanding the Religions of the World) and Religious Studies 449 (History and Methods of the Academic Study of Religion); and (2) complete with letter grades eight additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's eight additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (Asian

Studies 250) might lead a student to take "The Religious Traditions of India" (Asian Studies 351), and then to combine these with the two "Medieval Culture" courses (History 365 and 366). Or a student might take four unrelated courses such as "Introduction to the Bible" (Near Eastern Studies/Jewish Studies 223), "Reason and Religion" (Philosophy 263), "Myth, Ritual, and Symbol" (Anthropology 320), and "Islamic History: 1258-1850" (Near Eastern Studies 258) to gain a sense of the range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these eight additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Indian Meditation Texts" (Asian Studies 460) or "Classical Indian Philosophical Systems" (Asian Studies/Classics 395) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (Asian Studies 358) or "Japanese Buddhism" (Asian Studies 359), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign-language proficiency requirement may not be applied to the course requirements described under 2a and 2b.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 309 Rockefeller Hall.

Given the multidisciplinary character of the program in Religious Studies, it is especially important for a prospective major to select a faculty adviser early on. A current list of advisers is available from the program director. Once an adviser has been selected, a student is expected to prepare a brief statement outlining his or her intended course of major study (including study of an appropriate foreign language) and to file it with the program director for review by the faculty committee responsible for overseeing the program.

The Major with Honors in Religious Studies

To be eligible for honors in Religious Studies, a student must maintain a GPA of 3.0 overall and 3.3 in courses other than language courses used to satisfy requirements for the major. In addition, he or she must enroll in Religious Studies 490 or 491 (Directed Study) and Religious Studies 495 (Honors Thesis), usually in the fall and spring of the senior year, respectively. Each course carries four credits but only the first may be counted as one of the eight additional courses required for the major. Religious Studies 490, 491, and 495 are supervised by cooperating faculty members assigned to individual honors students or small groups of honors students to help them complete substantial independent projects. These projects will be evaluated by the Religious Studies Honors Committee, which is responsible for awarding honors and determining the degree of honors awarded.

Courses Approved for the Major Sponsored by Religious Studies

RELST 101 Understanding the Religions of the World @#

Spring. 3 credits.

M W F 1:25. D. Gold and others.

A team-taught introduction to the contemporary study of religion and the religious traditions of the world. Topics covered include personal piety, mysticism, myth, development of religious institutions, and growth of scriptural canon. Required for majors in Religious Studies.

RELST 260 Knowledge and the Sacred in Small-Scale Societies @

Fall. 3 credits. Enrollment limited to 20.

T R 1:25-2:40. S. Saraydar.

In our quest for ever greater technological sophistication, have we forgotten the sacred knowledge that guided our ancestors? Could this knowledge help us develop a vision of life that reaches beyond the seductive marvels of the industrialized world? We seek to answer such questions by examining religious philosophy and experience in selected small-scale societies of the past and present in North and South America, Australia, Africa, and Asia, with examples from the Navajo, Sioux, Bororo, Aranda, Azande, Zulu, Kung, Chuckchee, Senoi, and other peoples. Comparisons are made with "pagan" religions of Europe as well as contemporary "world" religions.

[RELST 449 History and Methods of the Academic Study of Religion

Fall. 4 credits. Prerequisite: completion of or concurrent enrollment in a course (other than a language course) approved for the major in Religious Studies. Not offered 1993-94; next offered 1994-95.

J. M. Law.

Designed to provide a working familiarity with major methodological issues in the academic study of religion. The first half explores nineteenth-century *Religionswissenschaft* as a nonsectarian, academic approach to religious phenomena and texts. The second half surveys approaches currently in use, with illustrative readings associated with anthropology, hermeneutics, history, history of religions, literary studies, phenomenology, philosophy, sociology, and theology. Required for majors in Religious Studies.]

RELST 490-491 Directed Study
490, fall; 491, spring. 2-4 credits each term.
Hours to be arranged. Staff.

RELST 495 Honors Essay
Spring. 4 credits.
Hours to be arranged. Staff.

Courses Approved for the Major Sponsored by Other Units

The following courses offered by cooperating departments are all approved for both the concentration and the major in Religious Studies. For descriptions see the appropriate department listings. It is possible to register for some of these courses under a Religious Studies designation; for details see the program director, Professor Barry Adams, Department of English, 309 Rockefeller Hall.

ANTHR 320 Myth, Ritual, and Symbol @
Fall. 3 credits.
J. Fajans.

[ANTHR 322 Magic, Myth, Science, and Religion @
Fall. 4 credits. Not offered 1993-94.
A. T. Kirsch.]

[ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft @
Spring. 4 credits. Not offered 1993-94.
D. H. Holmberg.]

[ANTHR 443 Religion and Ritual in Chinese Society
Fall. 4 credits. Not offered 1993-94.
P. S. Sangren.]

ART H 320 Monuments of Medieval Art #
Fall. 3 credits.
R. G. Calkins.

[ART H 332 Architecture in the Middle Ages #
Fall. 4 credits. Not offered 1993-94.
R. G. Calkins.]

[ART H 336 Prelude to the Italian Renaissance #
Fall. 4 credits. Not offered 1993-94.
R. G. Calkins.]

[ART H 337 The Medieval Illuminated Book #
Fall. 4 credits. Not offered 1993-94.
R. G. Calkins.]

ART H 531 Problems in Medieval Art and Architecture
Spring. 4 credits.
R. G. Calkins.

ASIAN 250 Introduction to Asian Religions @#
Spring. 3 credits.
Staff.

ASIAN 351 The Religious Traditions of India @#
Fall. 4 credits.
D. Gold.

ASIAN 354 Indian Buddhism @#
Spring. 4 credits.
C. Minkowski.

ASIAN 355 Japanese Religions @
Spring. 4 credits.
J. M. Law.

ASIAN 357 Chinese Religions @#
Fall. 4 credits.
J. McRae.

[ASIAN 358 Chinese Buddhism @#
Fall. 4 credits. Not offered 1993-94.
J. McRae.]

[ASIAN 359 Japanese Buddhism @#
Spring. 4 credits. Not offered 1993-94.
J. M. Law.]

[ASIAN 395 Classical Indian Philosophical Systems
Spring. 4 credits. Not offered 1993-94.
C. Minkowski.]

[ASIAN 421 Religious Reflections on the Human Body @
Fall. 4 credits. Not offered 1993-94.
J. M. Law.]

[ASIAN 440 Meditation Schools of East Asian Buddhism @#
Spring. 4 credits. Not offered 1993-94.
J. McRae.]

ASIAN 460 Indian Meditation Texts @#
Spring. 4 credits.
D. Gold.

[CLASS 202 The Greek New Testament #
Spring. 3 credits. Not offered 1993-94.
J. S. Rusten.]

CLASS 237 Greek Religion and Mystery Cults #
Spring. 3 credits.
K. Clinton.

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity #
Spring. 4 credits. Not offered 1993-94; next offered 1994-95.
K. Clinton.]

[CLASS 412 Advanced Readings in Latin Literature: Martyrs, Wives, Virgins, Widows: Christian Women of the Later Roman Empire
Spring. 4 credits. Not offered 1993-94.
D. R. Shanzer.]

[CLASS 468 Augustine's Confessions #
Fall. 4 credits. Not offered 1993-94.
D. R. Shanzer.]

[COM L 324 Law and Religion in the Bible #
Fall. 4 credits. Not offered 1993-94.
C. M. Carmichael.]

[COM L 326 Christianity and Judaism #
Spring. 4 credits. Not offered 1993-94.
C. M. Carmichael.]

COM L 328 Literature of the Old Testament @#
Fall. 4 credits.
C. M. Carmichael.

COM L 358 Literature and Religion: The Nature of the Mystic Text #
Fall. 4 credits.
C. M. Arroyo.

COM L 421 Old Testament Seminar @#
Fall. 4 credits.
C. M. Carmichael.

[COM L 426 New Testament Seminar #
Spring. 4 credits. Not offered 1993-94.
C. M. Carmichael.]

COM L 429 Readings in the New Testament #
Fall. 4 credits.
J. P. Bishop.

HIST 263 The Earlier Middle Ages
Spring. 4 credits.
J. J. John.

HIST 345 Intellectual and Cultural Life of Nineteenth-Century Americans #
Fall. 4 credits.
R. L. Moore.

HIST 365 Medieval Culture, 400-1150 #
Spring. 4 credits. Prerequisite: History 263 or instructor's permission.
J. J. John.

[HIST 366 Medieval Culture, 1100-1300 #
Spring. 4 credits. Prerequisite: History 264 or instructor's permission. Not offered 1993-94.
J. J. John.]

HIST 417 Islam in South Asia @#
Fall. 4 credits.
R. Ahmed.

NTRES 407 Religion, Ethics, and the Environment
Spring. 4 credits.
R. A. Baer Jr.

NTRES 611 Seminar in Environmental Ethics
Fall. 3 credits. Open to juniors and seniors with instructor's permission.
R. A. Baer Jr.

NES 122 Introduction to the Classics of Jewish Literature #
Spring. 3 credits.
D. Regenspan.

NES 152 Introduction to Islam: Religion, Society and Politics #
Spring. 3 credits.
D. Powers.

[NES 197 Introduction to Near Eastern Civilization @#
Fall. 3 credits. Not offered 1993-94.
R. Brann.]

[NES 198 Introduction to Near Eastern Civilization @#
Spring. 3 credits. Not offered 1993-94.
R. Brann.]

NES 223 Introduction to the Bible @#
Fall. 3 credits.
S. Noegel.

NES 227 Introduction to the Prophets @#
Spring. 3 credits.
G. Rendsburg.

[NES 228 Genesis @#
Spring. 3 credits. Not offered 1993-94.
G. Rendsburg.]

[NES 234 Muslims, Christians, and Jews in Islamic Spain: Literature and Society @#
Spring. 3 credits. Not offered 1993-94.
R. Brann.]

[NES 243 History and Archaeology of Ancient Israel @#
Spring. 4 credits. Not offered 1993-94.
D. I. Owen.]

NES 246 Seminar on Jewish Mysticism #
Fall. 3 credits.
S. T. Katz.

NES 248 Introduction to Classical Jewish History #
Fall. 3 credits. Limited to 40 students.
S. T. Katz.

NES 257 Islamic History: 600-1258 @#
Fall. 3 credits.
D. Powers.

NES 258 Islamic History: 1258-1914 @#
Spring. 3 credits.
L. Peirce.

[NES 263 Introduction to Biblical History and Archaeology @#
Spring. 3 credits. Not offered 1993-94.
D. I. Owen.]

NES 281 Gender and Society in the Muslim Middle East @#
Fall. 3 credits.
L. Peirce.

NES 340 Judaism and Christianity: A Historical and Theological Encounter #
Spring. 4 credits. Limited to 20 students.
S. T. Katz.

[NES 351 Introduction to Islamic Law @#
Spring. 4 credits. Not offered 1993-94.
D. Powers.]

[NES 418/618 Seminar in Islamic History: Muhammed and the Rise of Islam @#
Spring. 4 credits. Not offered 1993-94.
D. Powers.]

NES 420 Readings in Biblical Hebrew Prose
Spring. 4 credits.
G. Rendsburg.

[NES 421 Readings in Biblical Hebrew Poetry
Spring. 4 credits. Not offered 1993-94.
G. Rendsburg.]

[NES 428 Medieval Hebrew: Biblical Exegesis
Spring. 4 credits. Not offered 1993-94.
R. Brann.]

[NES 627 The Song of Songs
Fall. 4 credits. Graduate level or permission of instructor. Not offered 1993-94.
G. Rendsburg.]

PALI 131-132 Introduction to Pali: The Word of the Buddha
131 fall; 132 spring. 3 credits each term.
J. W. Gair.

[PHIL 213 Existentialism
Fall. 4 credits. Not offered 1993-94.
A. Wood.]

PHIL 263 Reason and Religion
Fall. 4 credits.
N. Kretzmann.

PHIL 315 Special Topics in the History of Philosophy: Medieval Philosophy
Fall. 4 credits.
N. Kretzmann.

PHIL 612 Medieval Philosophy
Spring. 4 credits.
N. Kretzmann.

Russian/Slavic and East European Studies Major

Janet Mitchell, G. J. Staller (Economics); S. Beck (Field and International Studies Program); I. Ezergailis, D. Bathrick (German Studies); V. Bunce, J. Goldgeier, M. Rush, S. Tarrow (Government); W. M. Pintner (History); U. Bronfenbrenner (emeritus, Human Development and Family Studies);

P. Carden, G. Gibian, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro (Russian Literature); W. Browne, R. L. Leed, S. Paperno (Slavic linguistics); D. Stark (Sociology).

The major in Russian/Slavic and East European studies has the following requirements:

- 1) Proficiency in Russian or an East European language with one additional advanced (300-level) language or literature course, **OR** qualification in an East European language and qualification in another language useful for research in the area.*

*These requirements, in the case of some languages, may require study abroad or coursework completed at another institution.

- 2) At least one course relating to Russia or Eastern Europe, at the 200 level or above, in four of the following five departments: Government, Economics, History, Russian Literature and Sociology. Appropriate courses offered in other departments may be substituted for one of the above courses with the consent of the major adviser.
- 3) At least three additional courses at the 300 level or above, all from one of the following three departments: Government, History (within the History Department courses may be at the 250 level or above), or Russian Literature. One of the three courses must be at the 400 level or above. The three courses must be approved by the major advisor in the department of concentration.

To apply for the major, students are directed to the Institute for European Studies (Slavic and East European Studies Program), 120 Uris Hall. Students should designate an adviser in the department where his or her work will be concentrated. Students are encouraged to study abroad and should discuss their plans with their advisers. For questions concerning the major or the Honors Program, students should consult with their major adviser or inquire at the Institute for European Studies.

Honors Program in Russian/Slavic and East European Studies

- I. Students entering the Russian/Slavic and East European Studies Major Honors Program must have a cumulative average of at least 3.0, no grade below a B in courses connected with the major, and a cumulative average inside the major of at least 3.5. Each student will form a special honors committee consisting of their major adviser and two other faculty members not necessarily from the Russian/Slavic and East European area.
- II. Honors candidates must complete an honors thesis project during the senior year. The topic should be developed and approved in consultation with their major adviser. Part of the research should include sources in Russian or an Eastern European language.
- III. Students may earn a total of eight credits for the courses in the honors program and should register for the appropriate number in the department of their major adviser.
- IV. Ordinarily, in the first term of the senior year, students who meet the prerequisites

will do independent research and reading in a particular area under supervision of their major adviser.

- V. In the second term of the senior year students will complete the honors project by a date set by the Slavic and East European Studies Program. Students should keep their committee members informed as their work progresses. Students will meet together with their whole honors committee to discuss the draft of the thesis or project and make recommendations for revision. When the project is completed, the committee will decide whether the project deserves honors, and, if so, after reviewing their academic record, will recommend students for a Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude*. The committee will also assign a grade for the honors research course.

Courses

COM L 337 Modern and Contemporary Theatre (also Theatre Arts 335)
Spring. 4 credits.
J. Devenyi.

[COM L 381 Marxist Cultural Theory (also German Literature 381 and Government 372)
4 credits. Not offered 1993-94.]

COM L 389 Modern Literature in Poland, Czechoslovakia, Hungary, and Yugoslavia (also Russian Literature 389)
Fall. 4 credits.
G. Gibian.

[COM L 690 Marxism and Contemporary Theory
4 credits. Not offered 1993-94.]

CZEC 131-132 Elementary Course
131, fall, 132, spring. 3 credits.
J. Josek.

[ECON 329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian Literature 329)
Fall. 4 credits. Not offered 1993-94.
G. Staller, M. Rush, G. Gibian.]

ECON 366 The Economies of Central Europe and of the Former Soviet Union: from Central Planning to Markets
Fall. 4 credits.

ECON 367 Comparative Economic Systems: East and West
Spring. 4 credits.
T R 11:40-12:55. G. Staller.

ECON 370 Socialist Economies in Transition
Fall or spring. 4 credits.

ECON 381 Economics of Participation and Workers' Management
Spring. 4 credits.
T R 11:40-12:55. J. Vanek.

[ECON 382 The Practice and Implementation of Self-Management
Spring. 4 credits. Not offered 1993-94.
J. Vanek.]

ECON 681 Economics of Participation and Self-Management
Spring. 4 credits.
To be arranged. J. Vanek.

ECON 682 Seminar on Economics of Participation and Labor-Managed Systems

Spring. 4 credits.
To be arranged. J. Vanek.

[GERST 376 Contemporary Soviet Latvian Literature

Fall. 4 credits. Taught in Latvian. Not offered 1993-94.
I. Ezergailis.]

GERST 377 Baltic Literature

Fall. 4 credits.
I. Ezergailis.

[GERST 381 Marxist Cultural Theory (also Comparative Literature 381 and Government 372)

4 credits. Not offered 1993-94.]

[GOVT 100.8 Power and Politics: The New Eastern Europe

4 credits. Not offered 1993-94.
T R 11:40-12:55. V. Bunce.]

GOVT 231 Introduction to Comparative Government and Politics

Spring. 4 credits.
J. Pontusson.

GOVT 325 Government and Politics of Eastern Europe

Fall 1993. 4 credits.

[GOVT 326 Eastern Europe Today: Economics, Government, Culture

4 credits. Not offered 1993-94.]

[GOVT 330 The Soviet Union: Politics, Economics, and Culture

Not offered 1993-94.]

GOVT 333 Government and Politics of the Former Soviet Union

4 credits.
T R 2:55-4:10. V. Bunce, L. Shevtsova.

[GOVT 337 Marxism, Communism and Revolution

4 credits. Not offered 1993-94.]

[GOVT 342 The New Europe

4 credits. Not offered 1993-94.]

[GOVT 350 Comparative Revolutions

4 credits. Not offered 1993-94.]

[GOVT 359 Soviet Foreign Policy

4 credits. Not offered 1993-94.]

[GOVT 376 Rethinking Marx

4 credits. Not offered 1993-94.]

[GOVT 397 The United States and Russia

4 credits. Not offered 1993-94.]

GOVT 399 International Relations in the Former Soviet Union

Fall. 4 credits.
J. Goldgeier.

[GOVT 400.8 The Gorbachev Reforms

4 credits. Not offered 1993-94.]

[GOVT 446 Comparative Communism

4 credits. Not offered 1993-94.
W 2:30-4:30. M. Rush.]

[GOVT 481 Foreign Policy of the U.S.S.R.

4 credits. Not offered 1993-94.
W 1:25-3:20. J. Goldgeier.]

[GOVT 486 International Security: Soviet Security Policy

4 credits. Not offered 1993-94.]

[GOVT 491 Superpower Security and Third World Conflicts

4 credits. Not offered 1993-94.]

GOVT 637 Peasantry, State, and Revolutionary Socialism

4 credits. Not offered 1993-94.]

[GOVT 639 Politics of the Soviet Union

Fall. 4 credits. Not offered 1993-94.
W 2:30-4:30. M. Rush.]

[GOVT 642 The Future of European Security

4 credits. Not offered 1993-94.]

[GOVT 646 Issues in State Socialism

Not offered 1993-94.]

GOVT 657 Comparative Democratization

Spring 1994. 4 credits.
R 3:35-5:35. V. Bunce.

[GOVT 660 Social Movements, Collective Action, and Reform

4 credits. Not offered 1993-94.]

[GOVT 669 Modern Social Theory I

4 credits. Not offered 1993-94.]

GOVT 670 Modern Social Theory II

Spring 1994. 4 credits.
S. Buck-Morss.

[HIST 218 The Russian Military Effort and Foreign Policy #

3 credits. Not offered 1993-94.
W 12:20-2:15. W. Pintner.]

[HIST 242 Europe Since 1789

4 credits. Not offered 1993-94.]

[HIST 252 Russian History to 1800 #

4 credits. Not offered 1993-94.
T R 10:10-11:25. W. Pintner.]

HIST 253 Russian History Since 1800 #

Spring. 4 credits.
W. M. Pintner.

[HIST 352 The End of the Austro-Hungarian Monarchy, 1848-1919

4 credits. Not offered 1993-94.]

[HIST 383 Europe 1900-1945

4 credits. Not offered 1993-94.]

HIST 384 Europe, 1945-1968

Fall. 4 credits.
J. Weiss.

HIST 385 Europe in the 20th Century: 1968-1990

Spring. 4 credits.
J. Weiss.

[HIST 415 The United States and Russia, 1780-1914

4 credits. Not offered 1993-94.]

HIST 464 Russian Social History

Spring. 4 credits.
W. M. Pintner.

HIST 485 The Historical Origin of the Post-Soviet Successor States

Spring. 4 credits.
W. M. Pintner.

[HIST 486 The Formation of the Russian Intelligentsia, 1700-1850

Fall. 4 credits. Not offered 1993-94.]

HIST 677 Seminar in Russian History

Spring. 4 credits.
W 12:20-2:20. W. M. Pintner.

HIST 678 Seminar in European Political History

Spring. 4 credits.
J. Weiss.

[HDFS 488 (also Psychology 488) Development in Context

Spring. 4 credits. Not offered 1993-94.
U. Bronfenbrenner.]

[HUNG 131-132 Elementary Hungarian

3 credits. Not offered 1993-94.]

[ILRIC 331 Comparative Industrial Relations Systems: Non-Western Countries

3 credits. Not offered 1993-94.]

[ILRLE 344 Comparative Economic Systems: Soviet Russia

3 credits. Not offered 1993-94.]

[ILRCB 606 Theories of Industrial Relations Systems

3 credits. Not offered 1993-94.]

NRE 583 Market Transitions in Eastern Europe

Fall. 3 credits.

[POLSH 131-132 Elementary Polish

131, fall; 132, spring. 3 credits each term. Not offered 1993-94.
W. Browne.]

POLSH 133-134 Intermediate Course

133, fall; 134, spring. 3 credits each term.
Staff.

ROM 131-132 Elementary Romanian

Fall and spring. 3 credits.

[ROM 133-134 Continuing Romanian

3 credits each term. Not offered 1993-94.]

RUSSA 103-104 Elementary Course

103, fall; 104, spring. 2 credits each term.
R. L. Leed and staff.

RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature

Fall or spring. 3 credits.
Staff.

RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces

Fall or spring. 3 credits.
Staff.

RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces

Fall or spring. 3 credits.
Staff.

[RUSSL 108 Freshman Writing Seminar

Fall or spring. 3 credits. Not offered 1993-94.
Staff.]

RUSSL 109 Russian Science Fiction

Spring. 3 credits.
P. Burge.

RUSSA 121-122 Elementary Course

121, fall; 122, spring. 4 credits each term.
S. Paperno and staff.

RUSSA 123 Continuing Russian

Fall or summer. 4 credits.
Staff.

RUSSL 201-202 Readings in Russian Literature #

201, fall; 202, spring; N. Pollak, G. Shapiro.
3 credits each term.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall or spring; 204, spring. 3 credits each term.

L. Paperno and S. Paperno.

RUSSA 205-206 Reading Russian Press

205, fall; 206, spring. 2 credits each term.

S. Paperno.

RUSSA 207-208 Russian Phonetics for Beginners

Fall 207, spring 208. 2 credits.

R. Leed.

[RUSSL 207 Themes from Russian Culture I #

Fall. 3 credits. Not offered 1993-94.

M W F 1:25. G. Shapiro.]

[RUSSL 208 Themes from Russian Culture II

Spring. 3 credits. Not offered 1993-94.

M W F 1:25. G. Shapiro.]

[RUSSA 301-302 Advanced Russian Grammar and Reading

Not offered 1993-94.]

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term.

L. Paperno and S. Paperno.

RUSSA 305-306 Directed Individual Study

305, fall; 306, spring. 2 credits each term.

Staff.

RUSSA 309-310 Advanced Reading

Fall 309, spring 310. 4 credits.

RUSSA 314 Intellectual Background of Russian Literature 1825-1930

Not offered 1993-94.]

[RUSSL 329 Eastern Europe Today: Economics, Government, Culture (also Economics 329 and Government 326)

Fall. 4 credits. Not offered 1993-94.

G. Gibian, M. Rush, G. Staller.]

[RUSSL 330 The Soviet Union: Politics, Economics, and Culture (also Economics 330 and Government 330)

Spring. 4 credits. Not offered 1993-94.

T R 2:55-4:10. G. Gibian, M. Rush, G. Staller.]

RUSSL 331 Introduction to Russian Poetry #

Fall. 4 credits.

T R 2:55-4:10. S. Senderovich.

RUSSL 332 Russian Drama and Theatre (also Theatre Arts 332)

Fall. 4 credits. Not offered 1993-94.]

[RUSSL 333 Twentieth-Century Poetry

Spring. 4 credits. Not offered 1993-94.

T R 11:40-12:55. N. Pollak.]

[RUSSL 334 The Russian Short Story #

Spring. 4 credits. Not offered 1993-94.

T R 1:25-2:40. M. Scammell.]

[RUSSL 335 Gogol #

Spring. 4 credits. Not offered 1993-94.

Staff.]

[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #

Spring. 4 credits. Not offered 1993-94.

P. Carden.]

RUSSL 367 The Russian Novel #

Fall. 4 credits.

T R 8:40-9:55. G. Gibian.

RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"

Spring. 4 credits.

T R 1:25-2:40. M. Scammell.

[RUSSL 369 Dostoevsky (also Comparative Literature 383)

4 credits. Not offered 1993-94.]

[RUSSL 371 Literature of the Third Wave

Spring. 4 credits. Not offered 1993-94.

M. Scammell.]

[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also Compl 395) #

Fall. 4 credits. Not offered 1993-94.

S. Senderovich.]

[RUSSL 375 Literature of the Soviet Period 1917-1945

Fall. 4 credits. Not offered 1993-94.

M. Scammell.]

[RUSSL 376 Literature of the Soviet Period 1945-1985

Spring. 4 credits. Not offered 1993-94.

M. Scammell.]

[RUSSL 379 The Russian Connection

4 credits. Not offered 1993-94.]

[RUSSL 380 Soviet Dissident Literature

Fall. 4 credits. Not offered 1993-94.

T R 1:25-2:40. M. Scammell.]

[RUSSL 385 Reading Nabokov (also Compl 385 and English 379)

Spring. 4 credits. Not offered 1993-94.

M W F 2:30. G. Shapiro.]

[RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)

Spring. 4 credits. Not offered 1993-94.

G. Gibian.]

RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)

Fall. 4 credits.

T R 1:25-2:40. G. Gibian.

[RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)

Fall. 4 credits. Not offered 1993-94.

G. Gibian and others.]

RUSSL 393 Honors Essay Tutorial

Fall or spring. 4 credits each term.

Staff.

[RUSSL 400 Reading the Great Tradition #

Fall. 4 credits. Not offered 1993-94.

T R 1:25-2:40. S. Senderovich.]

[RUSSA 401-402 History of the Russian Language

401, fall; 402, spring. 4 credits each term. Not offered 1993-94.

Staff.]

[RUSSA 403-404 Linguistic Structure of Russian

403, fall; 404, spring. 4 credits. Not offered 1993-94.

Staff.]

[RUSSA 407-408 Russian Phonetics

4 credits. Not offered 1993-94.]

RUSSA 409 Teaching Russian as a Foreign Language

Fall and spring. 1 credit.

[RUSSL 409 Russian Stylistics

Fall. 4 credits. Not offered 1993-94.

S. Senderovich.]

RUSSA 413-414 Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each term.

T R 3:35-4:25. L. Paperno and S. Paperno.

[RUSSL 415 Postsymbolist Russian Poetry

4 credits. Not offered 1993-94.]

RUSSL 431 Contemporary Russian Prose

Spring. 4 credits.

T R 11:40-12:55. M. Scammell.

[RUSSL 432 Pushkin #

Spring. 4 credits. Not offered 1993-94.

T R 11:40-12:55. G. Gibian.]

RUSSL 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit.

Staff.

RUSSL 492 Supervised Reading in Russian Literature

Fall or spring. 1-4 credits each term.

Hours to be arranged. Staff.

[RUSSL 498 Russian Symbolism

4 credits. Not offered 1993-94.]

[RUSSL 499 Research Modernism

4 credits. Not offered 1993-94.]

[RUSSL 600 Proseminar: Research Methodology in Russian Literature

Fall. 4 credits. Not offered 1993-94.

P. Carden.]

RUSSA 601 Old Church Slavonic

Fall. 4 credits.

M W F 10:10. E. W. Browne.

RUSSA 602 Old Russian Texts

Spring. 4 credits.

E. W. Browne.

[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose

Spring. 4 credits. Not offered 1993-94.

T R 2:55-4:10. G. Gibian.]

RUSSL 611 Supervised Reading and Research

Fall or spring. 2-4 credits.

Staff.

[RUSSL 617 Russian Stylistics I

Not offered 1993-94.]

[RUSSL 618 Russian Stylistics II

Not offered 1993-94.]

[RUSSL 619 Seventeenth-Century Russian Literature

Fall. 4 credits. Not offered 1993-94.

W 3:35-5:35. G. Shapiro.]

[RUSSL 620 Twentieth-Century Russian Poetry

Spring. 4 credits. Not offered 1993-94.

N. Pollak.]

[RUSSL 621 Old Russian Literature

Spring. 4 credits. Not offered 1993-94.

T 4:15-6:15. S. Senderovich.]

[RUSSL 622 Eighteenth-Century Russian Literature]

Spring. 4 credits. Not offered 1993-94.
T 4:15-6:15. S. Senderovich.]

[RUSSL 623 Early Nineteenth-Century Russian Literature]

Not offered 1993-94.]

[RUSSL 624 Russian Romanticism]

Fall. 4 credits. Not offered 1993-94.
R 4:15-6:15. S. Senderovich.]

[RUSSL 625 Russian Realism]

Fall. 4 credits. Also open to advanced undergraduates with permission of instructor.
W 3:30-5:30. P. Carden.]

[RUSSL 626 The Tradition of Russian Poetry]

Spring. 4 credits. Not offered 1993-94.
F 2:30-4:30. N. Pollak.]

[RUSSL 630 Gogol]

4 credits. Taught in Russian. Not offered 1993-94.]

[RUSSL 632 Russian Drama and Literature (also Theatre Arts 622)]

Fall. 4 credits. Not offered 1993-94.
T R 1:25-2:40. S. Senderovich.]

[RUSSA 633-634 Russian for Graduate Specialists]

633, fall; 634, spring. 4 credits each term.
L. Paperno and S. Paperno.]

[RUSSL 635 Modern Russian Literary Criticism]

Spring. 4 credits.
W 3:30-5:30. P. Carden.]

[RUSSL 650 Russian Intellectual History]

4 credits. Not offered 1993-94.]

[RUSSA 651-652 Comparative Slavic Linguistics]

651, fall; 652, spring. 4 credits each term.
E. W. Browne.]

[RUSSL 669 Seminar: Dostoevsky]

Fall. 4 credits. Not offered 1993-94.
G. Gibian.]

[RUSSL 671 Seminar in Nineteenth-Century Russian Literature]

Spring. 4 credits.
T 4:15. G. Gibian.]

[RUSSL 672 Seminar in Twentieth-Century Russian Literature]

Fall. 4 credits. Not offered 1993-94.
M 4:30-6:30. N. Pollak.]

[RUSSL 673 The Russian Nabokov]

Fall. 4 credits. Not offered 1993-94. Also open to advanced undergraduates.
R 4:15-6:15. M. Scammell.]

[RUSSL 674 Solzhenitsyn and Literature of the Gulag]

Fall. 4 credits. Not offered 1993-94.
M. Scammell.]

[RUSSL 675 Russian Literature, 1917-1945]

Fall. 4 credits. Not offered 1993-94.
F 2:30-4:30. G. Shapiro.]

[RUSSL 676 Russian Literature, 1945-Present]

Spring. 4 credits. Not offered 1993-94.
R 4:15-6:15. G. Gibian.]

[RUSSL 698 Russian Symbolism]

4 credits. Not offered 1993-94.]

[RUSSL 699 Russian Modernism]

4 credits. Not offered 1993-94.]

[SEBCR 131-132 Elementary Course]

131, fall; 132, spring. 3 credits each term.
E. W. Browne.]

[SEBCR 133-134 Intermediate Course]

133, fall; 134, spring. 3 credits each term. Not offered 1993-94.
Staff.]

[SOC 360 State and Society in Comparative Perspective]

3 credits. Not offered 1993-94.]

[SOC 365 Comparative Perspectives on Socialist Societies and Economics]

4 credits. Not offered 1993-94.]

[SOC 366 Transitions From State Socialism]

Spring. 4 credits. Not offered 1993-94.
T R 11:40-12:55. D. Stark.]

[SOC 510 Comparative Societal Analysis]

4 credits. Not offered 1993-94.]

[SOC 583 Transitions to Market Economies in Eastern Europe (also Management NRE 583)]

4 credits. Not offered 1993-94.]

[THETR 322 Russian Drama and Theatre (also Russian Literature 332)]

4 credits. Not offered 1993-94.]

[THETR 335 Modern and Contemporary Theatre (also Comparative Literature 337)]

Spring. 4 credits.
J. Devenyi.]

[THETR 378 Russian Films of the 1920s and French Films of the 1960s]

4 credits. Not offered 1993-94.]

[THETR 662 Russian Drama and Theatre (also Russian Literature 632)]

4 credits. Not offered 1993-94.]

[UKR 131-132 Elementary Course]

131, fall; 132, spring. 3 credits each term. Not offered 1993-94.
E. W. Browne.]

Society for the Humanities

Dominick LaCapra, director

Fellows for 1993-94

Kofi Agawu (Cornell University)

Sarah May Anderson (Virginia Polytechnic Institute)

Lauren Berlant (University of Chicago)

Jonathan Culler (Cornell University)

David Halperin (Massachusetts Institute of Technology)

Claudia Johnson (Marquette University)

Ann Rosalind Jones (Smith College)

Natalie Kampen (Barnard College)

Fedwa Malti-Douglas (Indiana University)

Tom McCall (University of Houston)

Leonard Olschner (Cornell University)

Naomi Scheman (University of Minnesota)

Vivienne Shue (Cornell University)

Anita Sokolsky (Williams College)

Peter Stallybrass (University of Pennsylvania)

Michael D. Warner (Rutgers University)

Margaret Washington (Cornell University)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary.

These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow.

The theme for 1993/94 is **Texts and Contexts Revisited**.

S HUM 402 Music as Text (also Music 412)

Fall. 4 credits. Limited to 17 students.
R 2:30-4:25. K. Agawu.]

Is a musical composition a 'text'? Do composers inscribe thoughts, ideas, and messages that are then 'recovered' whole or in part by listeners? Can music be described as a system of communication? What about composers working in oral/aural traditions? How do we know what is written in/by their performances? Drawing mainly on semiotic theory, but not discounting key ideas from phenomenology, aesthetics, and music theory, this course will explore the nature of music's 'textuality' in a handful of works chosen from Western and non-Western repertoires. We will seek a detailed analytical understanding of the 'language' of each work and then consider the ways in which our necessarily verbal discourse about the work constructs its textuality.

S HUM 403 Comparative Identities, Comparative Social Movements

Fall. 3 credits. Limited to 17 students.
T 2:30-4:25. M. Warner.]

Under what cultural conditions do identities become politically contested—defining the agenda and the membership of social movements? This course seeks to denaturalize the notion that race, gender, sexuality, and class are grounding categories for politics. Why these categories and not others? Why do these categories get assimilated to each other? We will compare modern identity movements with each other, but also with other social movements that have a more ambiguous relation to identity, such as temperance, democratic revolution, or environmentalism.

S HUM 404 Sex, Sentiment, and Ideology: England in the 1790s (also English 432)

Fall. 3 credits. Limited to 17 students.
R 12:20-2:15. C. Johnson.]

This seminar investigates the literature of the 1790s as a response to civil war and the crisis of masculine self-definition it brought about. Sentimentality of the '90s made it not only possible but urgent for men to take on affective traits classically assigned to women. As Burke made clear, only "men of feeling" are susceptible to the emotions of veneration and solicitude upon which civilization depends. Covering pamphlets, tracts, and novels, we will examine the disruptions in gender both between and within the sexes caused by this politically motivated reconfiguration of masculinity, and we will stress the following questions: What is the role of male affectivity in the public sphere? Where is the place for femininity under the sentimental dispensation? Where is the place

for non-sentimental masculinity? How do sentimental/gothic texts resist the heterosexualizing emphases of radical and reactionary discourse?

S HUM 405 Satan and *Les Fleurs du Mal*: Constructing Context (also Comp. Lit. 405)

Fall. 4 credits. Limited to 17 students. Reading knowledge of French required.

T 10:10–12:05. J. Culler.

Study of possible contexts that might elucidate the nature and role of evil and the devil in Baudelaire's poetry. We will read literary, philosophical, theological, psychoanalytic, and political materials, as well as Baudelaire's verse and prose.

S HUM 406 Gender, Ethnicity and Status in Roman Art (also Art History 426, Classics 406 and WOMNS 407)

Fall. 3 credits. Limited to 17 students. M 2:30–4:25. N. Kampen.

The goal of this seminar is to understand the effects of the social categories of gender, race/ethnicity, and class on Roman art. The readings and reports focus on the way gender-, ethnicity-, and class-bound patronage, audience, and artistic practice interact to help shape monuments, and the way those monuments give physical form to social relationships and ideologies.

S HUM 407 The Literature of Arab Feminism (also NES 457, WOMNS 457 and Comp. Lit. 457) @

Fall. 1 credit. Meets October 19, 21, 26, 28; 2:30–4:25.

F. Malti-Douglas.

Arab feminism is a much contested battle ground. What defines it? Is it an import from the West? Or is it an authentic Arab cultural and political movement? This seminar will investigate these and other questions, including those of gender roles, political and religious patriarchy, corporal mutilation, etc. We will read and analyze a cross-section of the texts fundamental to contemporary Arab feminism. These will include programmatic writings as well as works of fiction and autobiography. The women authors to be discussed hail from different parts of the Arab world and North Africa and write in both Arabic and French. All works in the seminar, however, will be read in English translation.

S HUM 408 Twentieth-Century German Poetics (also German Studies 408)

Fall. 4 credits. Limited to 17 students. Reading knowledge of German required.

R 2:30–4:25. L. Olschner.

Study of the poetics and poetological poems of major and minor authors that indicate how we might more precisely contextualize poetic texts in the twentieth century. The seminar will address questions of tradition, epoch consciousness, canon and reader expectation, hermeneutics and social history, and the problem of synchronicity—the chronologically simultaneous production of texts and discrepant chronological consciousness. Participants will have opportunities to explore analogous ideas and texts from other literatures, periods, and genres.

S HUM 409 Melancholy and History (also Eng. 457)

Fall. 3 credits. Limited to 17 students. T 12:20–2:15. A. Sokolsky.

We will consider melancholy in literary and cinematic texts as a form of social critique, and as a symptomatic logic by which to

negotiate one's relations to a lost national, cultural, or personal past. Topics include: "The Melancholy State," "Hypochondria and the Body Politic," and "Mania and Charisma."

S HUM 410 Language, Memory, and Society: Nineteenth-Century Black Women's Voices (also WOMNS 410) #

Fall. 4 credits. Limited to 17 students.

T 2:30–4:25. M. Washington.

This course focuses on antebellum black women's writings from perspectives of historical significance, literary conventions, and how contemporary attitudes about race and gender influenced these works. We will address issues such as the veracity of specific narratives and recollections by comparing their contents with other primary documents; we will examine the historical context in which narratives were written or dictated; and explore differences between narratives actually written by black women and those dictated. The course concludes with analytical discussions of current interpretations about antebellum black women.

S HUM 411 Wittgenstein and Feminism: Epistemology on the Margins (also WOMNS 411)

Fall. 3 credits. Limited to 17 students.

W 2:30–4:25. N. Scheman.

The seminar will argue the following: On a decidedly heterodox interpretation, Wittgenstein's later work (dis)solves the problem of the apparently forced choice between objectivism and relativism. Attending to diversity of location within forms of life yields an epistemology in accord with recent work by feminist and other liberatory theorists.

S HUM 413 Music and Society in West Africa (also Music 403) @

Spring. 4 credits. Limited to 17 students.

R 2:30–4:25. K. Agawu.

Music is made by people for people (including themselves) in particular social contexts. But what kinds of traces are left on the musical work by its contexts of production (i.e., composition and performance)? West African music in both traditional and popular idioms offers a good site for exploring the nature of the conjunction between music and society. Sometimes discussed in reference to an ill-defined "extramusical" impulse, African music is conventionally allied with dance, worship, and ritual. In this course, we will first review and reconstruct the major contexts of music-making in Africa. Then we will attempt to specify procedures for analyzing the relationship between musical structure and social structure. Students will thus have the opportunity to study some of the key music ethnographies of Africa while confronting a central issue in the aesthetics and analysis of music: does the musical work bear the trace of societal pattern, or is there a deep level of musical structure that transcends historical and geographical boundaries?

S HUM 414 Antiquity Received: Pre-Modern Texts and Editions (also English 416) #

Spring. 3 credits. Limited to 17 students.

M 2:30–4:25. S. M. Anderson.

This seminar will focus on a group of seventeenth- and eighteenth-century books held by the Fiske Icelandic Collection, investigating these imprints from a number of different angles. These perspectives include a hands-on examination of the books, compar-

ing them with more recent paradigms for the scholarly edition and such technological extensions of the book as hypertext editions, and the reception of the texts by their audiences. Expertise in Old Icelandic is *not* required.

S HUM 415 Feminism and the Public Sphere (also WOMNS 415)

Spring. 3 credits. Limited to 17 students.

R 12:20–2:15. L. Berlant.

The history, tactics, and theory of the "women's culture industry" that has expressed and commodified a certain feminine/bourgeois ideology in America. The course will read popular sentimental discourse in America as a product that reaches across different media (newspaper, novel, radio, film, television) while working within certain generic and ideological traditions and parameters of "feminine" critique. Books such as *Stella Dallas*, *Show Boat*, *The Structural Transformation of the Public Sphere*, *Gone With the Wind*, *Epistemology of the Closet*, *Imitation of Life*, *Lola Leroy*, *The Colonial Harem*, *The Life and Loves of a She-Devil* may be included.

[S HUM 416 Language Doings: Text, Context, Performativity, Literature]

Spring. 4 credits. Limited to 17 students. Not offered 1993–94.]

S HUM 417 Gay Male Subjectivity and Representation

Spring. 3 credits. Limited to 17 students.

T 12:20–2:15. D. Halperin.

An introduction to contemporary issues in gay male cultural studies and critical theory. Emphasis will fall on efforts both to derive and to distinguish gay male studies from feminism, so as to create an enterprise independent of but not antagonistic to it. The focus will be on the relation between logics of gay male representation and forms of gay male subjectivity. Combines reading of literary texts by such authors as Melville, Wilde, and Proust, with reading of critical texts by such authors as D. A. Miller, Lee Edelman, Leo Bersani, Earl Jackson, Jr., and Ed Cohen.

S HUM 418 The Polemics of Gender in Early Modern Europe (also Comp. Lit. 428 and Romance Studies 418) #

Spring. 3 credits. Limited to 17 students.

M 12:20–2:15. A. R. Jones.

The Querelle des femmes, beginning with Christine de Pisan's attack on Matheolus and other misogynist scholar/writers of her time and continuing into seventeenth-century conduct books, pamphlet wars, and stage plays. This seminar will explore how political and economic changes fueled the controversy over women, define persistent patterns of argument in the debate, and analyze transformations of this rhetoric in writing by women.

S HUM 419 Topics in Chinese Culture and Politics: Public/Private Spheres (also Government 459) @

Spring. 4 credits. Limited to 17 students.

M 12:20–2:15. V. Shue.

An exploration of changing cultural constructions of the public and private spheres of Chinese life, using examples from late imperial times to the present and focusing on concepts of family, state, and nation, lineage and locality, religion and human responsibility, male/female roles and virtues, social honor, and political corruption.

S HUM 420 Race, Gender, and Community—from Sojourner Truth to Anita Hill (also WOMNS 401)

Spring. 4 credits. Limited to 17 students.

T 2:30–4:25. M. Washington.

This course examines comparatively how African-American women have dealt with issue of race, gender, and condition during the suffragist era, post-Civil War period, the period prior to passage of the Nineteenth Amendment, the modern women's rights movement of the 1970s, and contemporarily. We will explore how some black women, as activists and professionals, challenged the compartmentalizing of race, sex, and community. We will examine thematically sexual politics via themes of the political silencing of black women, class perspectives among women, patriarchal sentiments in the black community, racialism in the women's movement, and gender associations cross-racially. Primary texts will be analyzed within the historical and contemporary context in which they were written.

S HUM 421 Reading Translation: An Interdisciplinary Seminar

Spring. 3 credits. Limited to 17 students.

Good knowledge of one language other than English; reading knowledge of a second language other than English; some background in literary theory.

R 2:30–4:25. T. McCall.

Everyone feels intuitively the difficulty of translation, but few are aware of its theoretical complexity. "Reading Translation" in this seminar will engage a variety of perspectives (historical and philosophical, critical and speculative, postcolonialist and poststructuralist) as a means to probe into the deepest questions posed by this central practice within the humanities.

S HUM 620 Writing and Materiality

Spring. 3 credits. Limited to 17 students.

W 2:30–4:25. P. Stallybrass.

This course will focus upon conceptions of "matter," with particular attention to clothes as the site of intersection between subject and object. Our aim will be to examine the historical and cultural transformations of things both in terms of economic production and in terms of love and desire. Texts for the course will include *Cymbeline*, *Pamela*, *Notes from Underground*, and Steedman's *Landscape for a Good Woman*, and writings by Marx, Heidegger, Derrida, Kafka, Woolf, Mansfield, Payne, and different versions of three fairy tales.

South Asia Program

D. Gold, director; R. Ahmed, R. Barker, R. Colle, E. Erickson, C. Fairbanks, S. Feldman, J. W. Gair, A. Gold, R. Herring, D. Holmberg, J. Jasanoff, S. Jasanoff, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kurunvilla, B. Lust, B. G. MacDougall, M. Majumdar, K. March, J. McRae, C. Minkowski, S. Mohanty, A. Nussbaum, S. O'Connor, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, D. Sisler, D. Sudan, N. Uphoff, M. Walter, S. White

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty includes members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, communication,

comparative religion, ecology and systematics, economics, English, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, rural sociology, and science, technology, and society. Undergraduates with a special interest in the region may major in Asian studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia. Languages offered are Bengali, Hindi, Nepali, Sinhala, Tamil, Urdu, Sanskrit, and Pali. Cornell is a class A member of the American Institute of Indian Studies (AIIS), and undergraduates as well as graduate students are eligible for AIIS intensive language program fellowships in India. For courses available in South Asian studies and details on the major, see the Department of Asian Studies listing in this volume.

Students who want further information on courses and research opportunities should direct questions to the program office, 170 Uris Hall.

Southeast Asia Program

R. Barker, director; B. R. Anderson, J. H. Badgley, T. Chaloeontiarana, G. Diffloth, M. F. Hatch, A. T. Kirsch, S. J. O'Connor, T. Shiraishi, J. T. Siegel, K. W. Taylor, E. Thorbecke, J. U. Wolff, D. K. Wyatt

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Fourteen full-time core faculty members in the colleges of Arts and Sciences and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. An additional 17 lecturers and other faculty provide language and area instruction on Southeast Asia. Courses are offered in such fields as agricultural economics, anthropology, Asian studies, economics, government, history, history of art, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens. Intensive instruction is offered in the Full-Year Asian Language Concentration (FALCON) in Indonesian which covers the beginning and intermediate levels. An intensive advanced Indonesian language program is held from June through August in Indonesia each summer. The formal program of study at Cornell is enriched by a diverse range of extracurricular activities, including an informal weekly luncheon seminar, the concerts of the Gamelan Ensemble, a weekly Southeast Asia film series. The newly opened George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures and other activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this subject in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies by completing 15 credits of course work. Students interested in exploring these

opportunities should consult the director, Southeast Asia Program, 180 Uris Hall.

Statistics Center

The Cornell Statistics Center coordinates a university-wide program in statistics and probability. Students interested in graduate study in probability and statistics should apply to the Field of Statistics or to one of the other graduate fields of study that offer related course work. A list of courses in probability and statistics recommended for graduate students in the Field of Statistics can be found in the description of the Cornell Center for Statistics in the section "Interdisciplinary Centers, Programs, and Studies." Further information can be obtained from the director of the Statistics Center in Caldwell Hall.

Women's Studies Program

S. McConnell-Ginet, Director; L. Abel, A. Adams, J. Allen, N. Assi-Lumumba, D. Bathrick, S. Bem, L. Beneria, A. Berger, J. Bernstock, J. Blackall, J. Brumberg, D. Castillo, A. Cook, B. Correll, I. DeVault, J. Farley, C. Farnum, S. Feldman, F. Firebaugh, J. Fortune, N. Furman, J. Ginsburg, S. Green, N. Hirschmann, D. Holmberg, I. Hull, B. J. Isbell, M. Jacobus, M. Katzenstein, C. Lazzaro, J. Locey, K. March, C. A. Martin, H. Mullen, M. B. Norton, L. Peirce, L. Philips, E. Povinelli, S. Samuels, R. Weil

Introduction to the Program

Women's Studies is an interdisciplinary program that seeks to inscribe women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections between gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

(a) that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;

(b) that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and

(c) that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

Program Offerings

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

The Undergraduate Major

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are not many graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with a faculty member about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. To give one example of what needs to be considered in designing a major: Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major.

Requirements for a Women's Studies Major

1. Prerequisite courses: Before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Some suggested entry-level courses include Women's Studies 210, 218, 244, 251, 269, 273, and 277. These courses would count both as prerequisites and as part of the women's studies major. Freshman writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
 - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study must be developed in consultation with the student's adviser in women's studies and must include advanced seminars at the 300 level or above.
 - b. Students may count up to three courses outside women's studies toward the major if those courses are approved by the student's women's studies adviser as constituting a meaningful compo-

nent of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.

3. The Honors Program: To graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. For more information about honors, see the DUS.

The Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies, no more than two of which can come from a single discipline. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

I. Freshman Writing Seminars

[WOMNS 100.32 'Other' American Women: Lesbianism in the Twentieth Century (also History 100.32)]

3 credits. Not offered 1993–94.

C. Nieb.

Although rarely studied, American lesbians have contributed significantly to the shaping of American values. This course examines the marginalization of lesbians and the economic, social, cultural, and political frameworks they built both as a response to their exclusion from mainstream institutions and as an affirmation of their own personal power. Documents, biographies, music, literature, medical, psychiatric and legal works, and cultural events will be studied to provide an overview of the varieties of lesbian experience in the United States during the twentieth century.]

WOMNS 105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105)

Spring. 3 credits.

Staff.

In its long history, Japanese culture has developed a large number of role models—the aristocrat, poet-priest, warrior, entertainer, "salary man," and "education mama"—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.

WOMNS 106 Women and Writing (also English 105)

Fall and spring. 3 credits.

Hours to be arranged. Staff.

What is a woman? How does she confront her personal experience? Does she play a

special role in history, in our definition of society, or in our understanding of language and literature? This course will explore the relationship between women and writing. We will discuss writings by and about women, debate our attitudes toward feminism, and analyze the relevance of these questions to our own written work. Individual sections will emphasize different aspects of the relation between women and writing. Which section to choose should depend on your own interest in exploring how women appear in private or autobiographical writings, historical contexts, and/or literary works. Further information on specific sections is available in the freshman writing seminar office. Textual overlap among the sections is kept to a minimum so that students can take more than one Women and Writing seminar during their time at Cornell.

[WOMNS 107 The Family in American History (also History 107)]

3 credits. Not offered 1993–94.

M. B. Norton.]

WOMNS 113 Nudity/Nakedness: The Sexed Body in Western Art (also History of Art 112.03)

Spring. 3 credits.

K. Barzman.

While the story of the fall frames "nakedness" with notions of guilt and shame, "nudity" is a term that lends legitimacy to the display of naked bodies in Western culture. Yet competing forces object to such display on grounds from obscenity to the exploitation of women. Today "the nude" is virtually synonymous with the female form signaling availability—a body fetishized, fragmented, commodified, consumed. How is the nude instated in the semiotic order in the West? Are there representations of naked women that categorically resist dominant associations of female nudity? What of the bodies of men? Is "pornography" in "the eye of the beholder" or are there representational practices that clearly divide "the pornographic" from "legitimate art?" Participants will base discussions and writing assignments on visual materials and critical texts.

[WOMNS 121 Language and Gender (also Linguistics 121)]

3 credits. Not offered 1993–94.

Sally McConnell-Ginet.

What does it mean to speak "like a woman" or "like a man," or "like a girl," or "like a boy?" Even ten-year-olds in our culture approach similar communicative tasks in gender-differentiated ways: girls often get others to do things by saying things like "let's get some coat-hangers" whereas their male peers are more likely to say something like "get me a coat hanger." How do race, social class, age, setting, and aims interact with gender in affecting communicative style? How do our ways of writing and talking reflect and perpetuate gender stereotypes or biases? What is the role of sex and gender in language change? Readings, discussion, and writing assignments will explore connections between our uses of language and the cultural construction of femaleness, maleness, and sexuality.]

WOMNS 123 Biology on Women and Women in Biology (also STS 123)

Spring. 3 credits.

P. Taylor, N. Weidman.

This course will examine how biology has treated the subject of gender and how this

treatment has influenced the way women do biology. In the first part of the course we will ask: how has the image of women changed in the course of nineteenth- and twentieth-century biology? What have been the changing fortunes of the idea of difference between the sexes? How have they shaped or been shaped by women's changing political influence? In the second part of the course, we will turn to the practice of biology by women and ask: how do (female and male) biologists' notions of gender differences influence the way women do biology? Do women biologists work differently from men? Is there such a thing as a feminist biology?

WOMNS 168.01 Black Women Writers: The Uses of Madness and Silence (also English 168)

Spring. 3 credits. Disc/sem.

Harryette Mullen.

How are silence and madness used in texts by black women writers to explore their relationship to language, writing, and power? Why is madness a compelling metaphor for the complexities of race, class, gender, and cultural conflict? How does one interpret the silences in a text? How is silence itself foregrounded in a literary text? This seminar will focus on these and other questions raised by the novels, short stories, poetry, and drama of black women writers from Africa, the United States, and the Caribbean including Bessie Head, Toni Morrison, Adrienne Kennedy, Opal Palmer Adisa, Tsitsi Dangaremba, Marlene Philip, and Jamaica Kincaid.

II. Courses

WOMNS 206 Gender and Society (also Rural Sociology 206)

Spring. 3 credits.

N. Glasgow.

This course analyzes the evolution and diversity of socially constructed gender hierarchies, including a focus on international comparisons. The maintenance of gender inequalities in societal institutions will be explored. A range of sociological theories and disciplinary perspectives are considered, including biological, psychological, psychoanalytic, and anthropological perspectives. These objectives will be achieved through lectures, readings, films, class discussions, and personal experiences.

[WOMNS 210 Introduction to Feminist Theory]

4 credits. Not offered 1993-94.

Staff.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.]

[WOMNS 214 Biological Basis of Sex Differences (also Biological Sciences 214)]

Fall. 3 credits. Prerequisite: one year of introductory biology. Limited to non-biology majors and freshman and sophomore biology majors. S-U grades optional. Offered in alternate years. Not offered 1993-94.

J. E. Fortune.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on non-reproductive aspects of life (behavior, physical, and mental capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.]

WOMNS 218 The Economics of Gender (also City and Regional Planning 218)

Spring. 3 credits.

L. Beneria.

The emphasis in this course will be on the economic aspects of women and work: What are the consequences of women's concentration in reproductive work? What economic role does domestic work play within the larger economy? What are the consequences of occupational segregation by gender? Why is the wage gap between men and women not disappearing? What is the role of discrimination? What is the condition of women in other countries? Throughout the course we will examine different analytical frameworks and distinguish between different feminist perspectives dealing with those questions.

WOMNS 220 Women of Africa and of the Diaspora in Liberation Movements (also Africana 220)

Fall. 3 credits.

N'Dri Assiè-Lumumba.

This seminar deals with women of Africa and of the African Diaspora in liberation movements. Our studies will include the antislavery struggles in the Americas and the Caribbean, anticolonization and decolonization movements, as well as the anti-apartheid struggles in Africa. These movements, and the women who led them, will be discussed in terms of the broader historical, socioeconomic, political, and cultural contexts.

[WOMNS 227 Modern American Sex Roles in Historical Perspective (also History 227)]

4 credits. Limited to 20 students. Permission required. Intended primarily for sophomores. Not offered 1993-94.

M. B. Norton.

A reading and discussion course. The class will begin by examining sex roles in the United States in the 1990s, looking at a variety of sources like popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help to determine which topics the class will investigate in detail.]

[WOMNS 238 The Historical Development of Women as Professionals, 1800-Present (also Human Development and Family Studies 258 and History 238)]

Fall. 3 credits. Not offered 1993-94.

J. Brumberg.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, films, and discussion are geared to identifying the

cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of professionalism for women, family structure, and American society are also discussed.]

WOMNS 244 Language Use and Gender Relations (also Linguistics 244)

Fall. 4 credits.

S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

WOMNS 251 Twentieth-Century Women Novelists (also English 251)

Fall. 4 credits.

M. Hite.

This course will be particularly concerned with how women write fiction and with some of the questions about women's experience, perspective, and language raised by recent feminist criticism. We will read works by Virginia Woolf, Edith Wharton, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.

WOMNS 262 Politics of Sexuality (also Government 262)

Fall. 4 credits.

A. M. Smith.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction that emerges as a sociopolitical problem only within specific historical conditions. We will turn to the official regulation of sexuality and the historical research on sexual subcultures, which Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.

WOMNS 264 Ethnic Literature: Bridges and Boundaries (also English 264)

Fall. 3 credits.

Harryette Mullen or Shelly Wong.

The American language that came, as William Carlos Williams noted, "from the mouths of Polish mothers," has also been shaped by the oral and written traditions of Native Americans, African Americans, Hispanic Americans, and Asian Americans whose literary production will be examined in this course. Works by writers in these traditions will be studied as sites marking the emergence of a contemporary American language and literature capable of representing the diverse and particular realities of a multicultural nation. This course will focus especially on how each ethnic tradition uses the contested territories of geography, language, gender and sexuality in texts that both refer to and imaginatively construct communities and traditions based on collective experience. Discussion will focus

on how each text makes connections and distinctions between individuals as well as within and among communities bound together by shared linguistic, geographical, spiritual, and cultural traditions, and the territorialization of bodies, especially women's bodies, as boundaries or bridges between races/ethnicities, in discursive constructions of ethnicity.

WOMNS 269 Introduction to Feminist Political Thought (also Government 269)

Fall. 4 credits.

N. Hirschmann.

This course will provide a general introduction to feminist political thought, surveying various current issues and methodologies. The course will combine analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.

[WOMNS 273 Women in American Society, Past and Present (also History 273) #

4 credits. Not offered 1993-94.

M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, racial and ethnic differences in women's experiences, the women's rights movement, employment of women outside the home, and contemporary feminism.]

WOMNS 275 Women in the Work Force (also Sociology 275)

Spring. 3 credits.

E. Bell.

Women have always contributed their labor to production and reproduction. However, with industrial development and the movement of market production out of the home and into the public sphere, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. In this course we will examine women's positions and the role women play in the labor force, with a focus on more developed societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.

WOMNS 277 Social Construction of Gender (also Psychology 277)

Spring. 3 credits. Limited to 400 students.

S. Bem.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity themselves, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing,

the male-centeredness of the work world, female sexuality, sexual harassment, and homophobia.

WOMNS 281 Gender and Society in the Muslim Middle East (also Near Eastern Studies 281 and Religious Studies 281) @#

Fall. 3 credits.

L. Peirce.

This course examines conceptions of gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, social hierarchies and family structure, sexuality, and the problem of Western perceptions of Muslim society. Although attention will be given to gender issues in the contemporary Middle East, the course focuses on the historical roots of present-day social configurations. Readings which include primary sources in translation and visual materials (slides, movies) will form an integral part of the course.

WOMNS 305 Emotion, Gender, and Culture (also Anthropology 305) @

Fall. 4 credits.

B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion and (2) acquisition and production of gender and sexuality. It is appropriate for students majoring in anthropology, psychology, cognitive studies, human development and family studies, and women's studies.

[WOMNS 307 African-American Women in Slavery and Freedom (also History 303)

Spring. 4 credits. Not offered 1993-94.

M. Washington.

This course thematically explores the history of African-American women from a sociopolitical perspective. Topics include the images and depictions of Black women, how Black women have engaged in political struggle, race progress vs. feminism, the relationship between racism and sexism, and Black women in family life.]

[WOMNS 321 Sex and Gender in Cross-Cultural Perspective (also Anthropology 321) @

4 credits. Not offered 1993-94.

K. S. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines the relative positioning of the sexes in social, political, economic, ideological, cultural, and biological aspects of culture; we emphasize the diversity in gender and prospects for change around the world. In addition to lectures and films or videos, participants will work in small discussion sections (maximum enrollment of eight) to prepare several practical field exercises, short papers and critical assessments of other course materials.]

[WOMNS 335 Sexual and Social Differences in Late Nineteenth-Century German Literature and Culture (also German Studies 359 and Comparative Literature 335) #

4 credits.

C. A. Martin. Not offered 1993-94.

This course will investigate overlapping constructions of gender, sexuality, race, and

class in late nineteenth-century German culture. Literary texts will provide the focus, but readings will also include philosophical, medical, psychoanalytic, and popular scientific writings. We will consider the work of such writers and thinkers as Freud, Hauptmann, Wedekind, Andreas-Salomé, Reventlow, Popp, Bebel, Krafft-Ebing, Weininger, George, and Dohm. Readings and discussions in English.]

[WOMNS 336/636 Comparative History of Women and Work (also ILR 636)

4 credits. Disc/sem.

Ileen DeVault. Not offered 1993-94.

This seminar will explore the similarities and differences among different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Comparative examples will be taken from the United States, Europe, and the Third World.]

WOMNS 341 Ethical Theory (also Philosophy 341)

Spring. 4 credits.

K. Jones.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. This project assumes, however, that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty". In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from "feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.

WOMNS 345 Gender Inequality (also Sociology 345)

Fall. 4 credits.

H. Walker.

This course is an introduction to the systematic study of gender inequality in contemporary society. While the issues we will examine are specific to the study of gender inequality, they are representative of more general concerns in the field of sociology, e.g., stratification, power, and conflict.

[WOMNS 346 German Women Writers in Translation (also German Studies 346)

4 credits. Not offered 1993-94.

C. A. Martin.

The course will involve careful readings of the work of specific authors, (authors to change each semester); feminist discussion of the concept of "women's writing"; and attention to the sociocultural and historical contexts in which the texts under discussion were written.]

WOMNS 348 The Female Literary Tradition: Wollstonecraft to Woolf (also English 348) #

4 credits. Not offered 1993-94.

M. Jacobus.

A course designed to survey and investigate the nature of a British "female literary tradition" from the late eighteenth to the early twentieth centuries, read in the light of the rich and varied feminist criticism it has attracted. (Questions: What might constitute a female literary tradition? How is it transmitted, forgotten, recovered, or defined as "female" in the first place?) Starting with late eighteenth-century women novelists such as Inchbald, Burney, and Radcliffe, we will move by way of Wollstonecraft's writing to Austen, Edgeworth, and Mary Shelley. Mid-nineteenth-century authors will include writing by the Brontës, Gaskell, Barrett Browning, and George Eliot, as well as sensation novelists such as Braddon and Wood. We will look at some of the "new women" authors of the 1890s (Egerton, Schreiner) before turning to early twentieth-century novelists including Woolf, Radcliffe Hall, and H. D. The dual emphasis will be on an atypical or noncanonical selection of authors and texts, where possible, and on feminist literary criticism; a valuable (although not essential) prerequisite might be a 200- or 300-level course in major women novelists of the period covered, such as Austen, the Brontës, or Eliot, or in feminist literary theory.]

WOMNS 353 Feminism: State and Public Policy (also Government 353)

Spring. 4 credits.

M. Katzenstein. Students seeking admission to this course *must* attend the first class.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is, thus, a course about political protest and the capacity of American political institutions to promote and shape, as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

WOMNS 357 American Families in Historical Perspective (also History 359 and Human Development and Family Studies 359)

Spring. 3 credits. Prerequisite: Human Development and Family Studies 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or Sociology 359.

J. Brumberg.

An introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.

WOMNS 362 Global Perspectives on Gender

Spring. 4 credits.

Staff.

The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.

WOMNS 363 Representations of Women in Ancient Greece and Rome (also Classics 363) #

Spring. 4 credits.

L. S. Abel, J. Ginsburg.

Classical authors created and left behind powerful images of women and of what women ought and ought not to be. These writers also provide fleeting insights into the real lives of women in antiquity. In this course, we will examine the ancient evidence to trace the origin of some Western attitudes about women and to analyze the assumptions that underlie the representations of women in ancient Greece and Rome. How are these images constructed and how do they work? How can we use the ancient evidence to assess the real lives and social roles of women in antiquity?

WOMNS 365 Directions in Feminist Theory (also Government 362)

Spring. 4 credits.

C. A. Martin.

This course is designed to explore critical debates in contemporary feminist theory with particular attention to the status of gender as an analytic and political category. We will investigate how different theoretical traditions and perspectives relate gender to structures of race, sexuality, and class.

WOMNS 366 Lesbian Writing and Theory (also Government 366)

4 credits. Prerequisite: permission of instructor. Not offered 1993-94.

C. A. Martin.

This course will begin by investigating the histories and implications of the categories in the course title. Though the focus will change from year to year, there will be a strong emphasis on "lesbian writing" and theory since the late 1960s. We will consider the relations between lesbian and gay male writing and theory as well as theory and writing that addresses itself explicitly to the intersections of race, gender, sexuality, and class. Writers, critics, and theorists will include, but not be limited to Audre Lorde, Esther Newton, Mab Segrest, Barbara Smith, Cherrie Moraga, Gloria Anzaldúa, V. K. Aruna, Adrienne Rich, Teresa de Lauretis, Judith Butler, Diana Fuss, Martha Vicinus, Michael Foucault, Martin Duberman.]

WOMNS 374 Nineteenth-Century American Women Writers (also English 374)

Spring. 4 credits.

L. Brown.

In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity, and autonomy. Readings will include Louisa May Alcott's *Behind a Mask*, Anna Julia Cooper's *A Voice from the South*, Frances Harper's *Iola LeRoy*, Harriet Beecher Stowe's *The Minister's Wooing*, and Harriet Wilson's *Our Nig*.

WOMNS 384 Women and Unions (also ILR 384)

Fall. 4 credits. Not offered 1993-94.

I. DeVault.

This course will explore women's participation in the U.S. labor movement in the nineteenth and twentieth centuries. The class will cover issues such as women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activists, racial and ethnic differences in organizing, and the impact of societal stereotypes and expectations.]

WOMNS 385 Sex, Morality, and the Law (also Anthropology 385)

Fall. 4 credits.

B. Povinelli.

This course examines contemporary issues and debates surrounding sexual identities, moralities and their legal standings in western and non-western contexts. The course moves from U.S. Senate hearings on censorship and the arts to New Guinean rituals of manhood to the fractious discourse on "the family"—pro and con. Through a cross-cultural perspective, this course seeks to examine the locations and representations of so-called normal, exotic, and perverse sexual practices and the role of prescriptive and proscriptive law in regulating social morality. The course asks such questions as: How is the separation between private and public spheres subverted by laws regulating sexual practices? How have various western and non-western societies perceived of and regulated the relationships among sexuality, gender, social identity, and power and between public and private forms of sexuality? The course draws on ethnographic and literary sources, film, and theoretical essays. Geographic regions include: the Middle East, Africa, New Guinea, Aboriginal Australia, the U.S., England, and Germany.

WOMNS 390 The Fiction of Modern Hispanic Women (also Spanish 390) #

4 credits. Taught in Spanish. Not offered 1993-94.

D. Castillo.

This course will survey a representative sampler of novels and short stories by twentieth-century Hispanic women. We will be giving particular attention to typical themes and subject matter relating to women's experience and perspectives in the context of questions raised by recent feminist criticism. Readings will include works by Silvina Ocampo, Rosario Ferre, Susana Torres Molina, Carmen Martin Gaité, Carmen Gomez Ojea, Luisa Valenzuela, Cristina Peri Rossi, Mercedes Salisachs, and Albalucia Angel.]

WOMNS 401 Race, Gender, and Community—From Sojourner Truth to Anita Hill (also Society for the Humanities 420)

Spring. 4 credits.

M. Washington.

This course examines comparatively how African-American women have dealt with issues of race, gender, and condition during the suffragist era, post-Civil War period, the period prior to passage of the Nineteenth Amendment, the modern women's rights movement of the 1970s, and contemporarily. We will explore how some black women, as activists and professionals, challenged the compartmentalizing of race, sex, and community. We will examine sexual politics via themes of the political silencing of black women, class perspectives among women, patriarchal sentiments in the black community, racialism in the women's movement, and gender association cross-racially. Primary texts will be analyzed within the historical and contemporary context in which they were written.

WOMNS 404 Women Artists (also History of Art 404)

Fall. 4 credits. Prerequisite: Permission of instructor. Auditing not permitted.

J. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society.

[WOMNS 406 The Culture of Lives (also Anthropology 406) @

Spring. 4 credits. Not offered 1993–94.

K. March.

This seminar examines the insights provided by diverse personal narratives into both the particularities of individual lives and into the wider social and cultural forms within which those lives unfold. We look at the place of life histories in the historical development of anthropology as a discipline, in terms of both the theoretical and methodological concerns they raise. We focus upon the contemporary resurgence of interest in personal narratives as windows onto both the social or cultural construction of the person as well as heavily upon women's lives and their representations to contrast men's and women's accounts and to underscore the special significance of women's narratives in anthropology.]

WOMNS 407 Gender, Ethnicity, and Status in Roman Art (also Society for the Humanities 406)

Fall. 3 credits.

N. Kampen.

The goal of this seminar is to understand the effects of the social categories of gender, race/ethnicity, and class on Roman art. The readings and reports focus on the way gender-, ethnicity-, and class-bound patronage, audience, and artistic practice interact to help shape monuments, and the way those monuments give physical form to social relationships and ideologies.

[WOMNS 408 Gender Symbolism (also Anthropology 408) @

4 credits. Not offered 1993–94.

K. March.

This seminar looks at how cultural meaning is constructed about biological sex differences. We begin from the presumption that sex difference and gender are culturally defined as

a system of categories and meanings interacting with people's cognitive, intellectual, and affective experience of their worlds. The seminar has two primary conceptual objectives: (1) to analyze the relations among gender symbols and (2) to explore the relations between these symbols and the social worlds of the people who believe in them.]

WOMNS 410 Language, Memory, and Society: Nineteenth-Century Black Women's Voices (also Society for the Humanities 410)

Fall. 4 credits.

M. Washington.

This course focuses on antebellum black women's writings from perspectives of historical significance, literary conventions, and how contemporary attitudes about race and gender influenced these works. We will address issues such as the veracity of specific narratives and recollections by comparing their contexts with other primary documents; we will examine the historical context in which narratives were written or dictated; and explore differences between narratives actually written by black women and those dictated. The course concludes with analytical discussions of current interpretations about antebellum black women.

WOMNS 411 Wittgenstein and Feminism: Epistemology on the Margins (also Society for the Humanities 411)

Fall. 3 credits.

N. Scheman.

The seminar will argue the following: On a decidedly heterodox interpretation, Wittgenstein's later work (dis)solves the problem of the apparently forced choice between objectivism and relativism. Attending to diversity of location within forms of life yields an epistemology in accord with recent work by feminist and other liberatory theorists.

[WOMNS 416 Person, Gender, and Song (also Anthropology 417)

4 credits. Not offered 1993–94.

K. March.

At stake in the anthropological endeavor to represent others' worlds cannot be our capacity for communion, but rather an epistemological puzzle: how do we come to (systemize) knowledge of other realities? On the premises that we come not to know persons (directly), but among other things (through) their words, that words are contextually produced, that some contexts are more highly stylized into recognized cultural genres than others, and that a common and powerful genre is song, this seminar will look at several cases of traditional song and its relation to personal realities, with specific attention to the imaging, communicating, evaluating, and remembering of gender identities.]

[WOMNS 425 Gender Relations, Gender Ideologies, and Social Change (also Rural Sociology 425)

Fall. 3 credits. Not offered 1993–94.

S. Feldman.

This course offers a comparative analysis of rural women's work in agriculture, domestic and household production, and forms of wage work and self-employment in both Third World and industrialized countries. Drawing on feminist and sociological theory and methods, the course examines gender ideologies, work-family linkages, responses to

technological innovation, the transformation of the labor process, and the international division of labor as processes that restructure gender relations and challenge existing proscriptions of women's behavior.]

[WOMNS 426 Undergraduate Seminar in Early American History (also History 426) #

4 credits. Not offered 1993–94.

M. B. Norton.]

[WOMNS 428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Anthropology 428) @

4 credits. Limited to 20 students. Prerequisite: background in anthropology or women's studies. Not offered 1993–94.

D. Holmberg.

An anthropological consideration of witchcraft, shamanisms, and cults of spirit possession, with special attention to the play of gender. Classic anthropological accounts of non-Western societies will be considered along with ethnographic and historical accounts of Western societies. The course also addresses general problems in the study of women and gender and the anthropology of myth, ritual, and symbolism.]

[WOMNS 433 The Female Dramatic Tradition (also Theatre Arts 433)

Spring. 4 credits. Not offered 1993–94.

J. E. Gainor.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.]

WOMNS 435 The Sociology of Reproduction (also Sociology 434)

Spring. 4 credits.

E. Bell.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.

WOMNS 438 Female Adolescence in Historical Perspective, 1815–1960 (also HDFS 417 and History 458)

Fall. 3 credits. Limited to 25 students.

Permission of instructor required.

J. Brumberg.

The changing nature of female adolescence in the United States is explored using nineteenth-century primary sources available in the Department of Manuscripts and University Archives. Olin Library multidisciplinary readings and discussions are designed to uncover the nature of women's childhood, patterns of authority within the family, cultural attitudes toward sexuality, female friendships, courtship patterns, and rites of passage into adulthood.

WOMNS 444 Historical Issues of Gender and Science (also History 444, STS 444)

Spring. 4 credits.

M. Rossiter.

This course is a one-semester survey of women's role in science and engineering from antiquity to the 1990s with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings, and other primary sources as well as recent historical and sociological studies. By the end of the semester we should have attained a broad view of the problems that have faced women entering science and engineering in the past and those that still remain.

There are no formal prerequisites for the course, although some knowledge of women's history and the history of science would be helpful. The course welcomes the participation of students from scientific and non-scientific backgrounds alike.

WOMNS 445 Nineteenth-Century Women Novelists (also English 445)

Spring. 4 credits.

D. Mermin.

Works by Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Brontë*) as well as several novels.

[WOMNS 446 Gothic and Gender (also English 445)]

4 credit hours. Seminar limited to 20.

Prerequisite: a course at 300 level or above in literature or literary theory. Not offered 1993–94.

M. Jacobus.

A course focusing on the intersections of gothic fiction (by men and women) and gender issues between the late-eighteenth-century and the mid-nineteenth-century sensation novel. The emphasis will be on the gothic construction of gender as well as the definition and evolution of gothic modes and genre and on exploring and (where appropriate) contesting a variety of the psychoanalytic accounts (including gender-political accounts—whether specifically feminist or not). We will be reading some or all of the following novels by Walpole (*Castle of Otranto*), Diderot (*The Nun*), de Sade (*Justine*), and M. G. Lewis (*The Monk*), as well as the feminized (anti-)gothic tradition including Radcliffe (*Mysteries of Udolpho*), Austen (*Northanger Abbey*), Mary Shelley (*Frankenstein*), and Freud's Schreber (*Memoirs of My Nervous Illness*), ending with Wilkie Collins (*The Women in White*). Alongside fiction, we will consider classics of gothic criticism such as Freud's *Uncanny* as well as more recent critical accounts, whether their emphasis is on post-structuralism (Sedgwick's *The Coherence of Gothic Conventions*), feminine fantasy (Modleski's *Loving with a Vengeance*), or domestic ideology (Kate Ellis's *The Contested Castle*).]

WOMNS 450/650 The Lenses of Gender (also Psychology 450 and 650)

Fall. 4 credits. Prerequisite: Permission of instructor. Limited to 12 seniors and graduate students. No preregistration; interested

students should attend first class session. Graduate students sign up for Psychology/Women's Studies 650.

S. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part one analyzes three important organizing principles or “cultural lenses” that have come to be embedded in the social institutions and the cultural discourses of Western culture: (a) biological essentialism; (b) androcentrism; and (c) gender polarization (including the stigmatizing of homosexuality). Part two analyzes how the individuals living within the context of these lenses are transformed from being male or female newborns to being “masculine” and “feminine” adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part three considers possibilities for social and personal change.

WOMNS 451 Women in Italian Renaissance Art (also Art History 450) #

Spring. 4 credits. Prerequisite: permission of instructor.

C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on marriage chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.

WOMNS 455 Sexuality, Society, and the State in the Near East (also History 437 and NES 456)

Spring. 4 credits.

L. Peirce.

A seminar focusing on the ways in which social practice and the needs of the state have interacted to shape norms of sexual behavior and categories of gender and sexual identity. Topics we will examine include sexuality and gender as components in Islamic monarchy; the ways in which society has resisted the state's attempts to define and control sexuality; and the role of sexuality and gender roles in current political and social debates in the Near East. Special attention will be paid to the role of the legal process in mediating the contending forces of the state and society.

WOMNS 457 The Literature of Arab Feminism (also NES 457, Comparative Literature 457, Society for Humanities 407)

Fall. 1 credit. This is a two-week course. It will be held Oct. 19, 21, 26, and 28 in 1993.

F. Malti-Douglas.

Arab feminism is a much contested battle ground. What defines it? Is it an import from the West? Or is it an authentic Arab cultural and political movement? This seminar will investigate these and other questions, including those of gender roles, political and religious patriarchy, corporal mutilation, etc. We will read and analyze a cross-section of the texts fundamental to contemporary Arab feminism. These will include programmatic writings as well as works of fiction and autobiography. The women authors to be discussed hail from different parts of the Arab world and North Africa and write in both Arabic and French. All works in the seminar, however, will be read in English translation.

[WOMNS 463 The Politics of Contemporary Feminist Theory (also Government 463)]

Fall. 4 credits. Not offered 1993–94.

N. Hirschmann.

For years the women's movement based its claim to equality on the assertion that men and women are the same. Recently, however, feminist theorists have argued that there are deep, fundamental differences between the sexes: for instances, do women and men view morality differently? What effect does reproduction have on female consciousness? Does women's work produce a particular epistemology, or “way of knowing”? How do gender, race, class, sexual orientation, etc., influence each other? Drawing on works from political science, psychology, sociology, literary criticism, and philosophy, we will examine a variety of contemporary methods and approaches to feminism, paying particular attention to the issue of “difference” and how claims of difference affect women's claims to equality. In the process, we will examine the “politics” of feminist theory, and what feminism has to offer political science as a discipline. Some familiarity with the methods of political theory is recommended, but not required.]

[WOMNS 466 Feminism and Gender Discrimination (also Government 466 and Law 648)]

4 credits. Permission of instructor required.

No preregistration. Not offered 1993–94.

K. Abrams.

This course will introduce students to the major schools of feminist legal theory, including equality theory, difference theory, dominance theory, and anti-essentialism. It will then use these theories as a framework for examining several areas in which the law has attempted to address gender-specific injuries. These will include the workplace (sexual harassment, regulation of fertility, work/family conflict), the family (abortion, surrogacy), and violence against women (rape, spousal abuse, pornography). The course will emphasize analysis and critique of present political and legal responses and formulation of alternative responses. Some previous exposure to legal materials (case law, statutes) is useful, but not required.]

[WOMNS 474 Black Women Writers: Theory in the Flesh (also English 464)]

Spring. 4 credits. Not offered 1993–94.

H. Mullen.

Black women, while challenging feminism to acknowledge and explore difference among women, have also created a literature in which differences among black women, particularly differences of color and class, are meticulously observed and critically articu-

lated. As collaborators in the creation of Afro-American culture, black women have also written perceptively about the precise inflections of gender that make differences in the experience of black women and black men. This course will focus on textual representations of color, class, and cultural differences within Afro-American communities, especially as these differences influence constructions of female identity in the texts of black women writers, including Nella Larsen, Gwendolyn Brooks, Toni Morrison, Alice Walker, Toni Cade Bambara, Paule Marshall, Adrienne Kennedy, Gayl Jones, Terry McMillan, and Andrea Lee.]

[WOMNS 475 Feminist Literary Criticism (also English 475)]

3 credits. Not offered 1993–94.

Mary Jacobus.

An introduction to the varieties of feminist literary criticism and theory currently practiced in America, drawing on recent anthologies such as *The New Feminist Criticism* and *Speaking of Gender*, ed. Showalter; *The (M)other Tongue*, ed. Brennan; *Conjuring*, ed. Pryse and Spillers; *French Feminist Thought*, ed. Moi; *Making a Difference*, ed. Greene and Kahn; *The Feminist Reader*, ed. Belsey; *Socialist Feminist Criticism*, ed. Newton. We will explore and question the practice and theoretical assumptions of feminist criticism in the past decade—psychoanalytic, Marxist, linguistic, reader-response, Black and Lesbian, Anglo-American, and Franglo-American. We will be particularly concerned with questions such as: What are the assumptions that underpin the concept of a specifically feminine literary practice or writing (*écriture féminine*)? How do questions of gender enter into interpretation? How is sexual difference constructed (socially, psychologically, textually)? How do questions of racial difference and/or sexual preference enter into feminist criticism? Is there a politics of women's writing? What does it mean to invoke a (M)other tongue, and what are the politics of the pervasive maternal and matrilinear metaphors in feminist accounts of literature, literary tradition, and language? Though the main texts will be essays in feminist literary criticism and theory, we will also read a selection of (mainly nineteenth-century and twentieth-century) short works by women authors.]

[WOMNS 476 Women's Poetry (also English 476)]

4 credits. Limited to 25 students. Prerequisite: permission of instructor. Not offered 1993–94.

D. Mermin.

A historical survey of the female poetic tradition in Britain and America, including such writers as Bradstreet, Dickinson, Bronte, Barrett Browning, Bishop, Brooks, and Plath.]

[WOMNS 478 Family and Society in Africa (also Africana 478)]

Fall. 4 credits.

N. Assié-Lumumba.

The family as a social institution is structured according to socioeconomic, historical, political, and cultural specificities. In this course, the topics to be discussed will include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, sex roles, and class differences. The course will also deal with the impact of industrialization and of westernization on the structure of the family in Third World

countries. Examples will be drawn from urban and rural communities in industrial/western and agrarian/non-western societies.

[WOMNS 479 Women and Gender Issues in Africa (also Africana 479)]

Spring. 4 credits.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view, women have a favorable social position in Africa: indigeneous ideologies consider women to be the foundation of society; they are economically active and independent and they have an identity independent of men. In this seminar, we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies; the impact of colonial policies on the status of women; gender and access to schooling; women's participation in the economy and politics; the attitudes of African women towards feminism; and the NGO and United Nations Nairobi Conferences on women.

[WOMNS 481 Latin American Women Writers (also Spanish 492 and Comparative Literature 482) @]

4 credits. Taught in English. Not offered 1993–94.

D. Castillo.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically Latin American feminine identity. All works will be read in translation (Romance Studies students should read originals of the two works from the Spanish). Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena María Viramontes and Gloria Anzaldúa (U.S.A.), and Simone Schwarz-Bart (Guadalupe).]

[WOMNS 491 Virginia Woolf (also English 491)]

Fall. 4 credits. Not offered 1993–94.

M. Hite.

This seminar will consider six major novels—*Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *The Years* (along with Woolf's unfinished novel/essay *The Pargiters*), and *Between the Acts*—along with *A Room of One's Own*, *Three Guineas*, and a selection of the shorter essays. We will also look at relevant material from the diaries and occasionally from the letters. Participants will give at least two presentations over the course of the semester and will be expected to participate regularly in discussions. Some short in-class writings, two major papers (10–15 pages).]

[WOMNS 492 George Eliot (also English 491)]

Fall. 4 credits.

D. Mermin.

We will read several of Eliot's major novels, from Adam Bede to Daniel Deronda, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.

[WOMNS 493 French Feminisms (also French 493)]

Fall. 4 credits. Not offered 1993–94.

N. Furman.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous. Taught in English.]

[WOMNS 499 Directed Study]

Fall or spring. Variable credit. Prerequisites: one course in women's studies and permission of a faculty member of the Women's Studies Program Board.

Hours to be arranged. Staff.

[WOMNS 530 Womanist Writing in Africa and the Caribbean (also Africana 530)]

Fall. 4 credits. Not offered 1993–94.

A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad, will be examined in texts by such writers as Sistren, Conde, Dangaremba, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)]

[WOMNS 608 African-American Women (also History 608)]

4 credits. Not offered 1993–94.

M. Washington.

This seminar focuses on nineteenth-century African-American women in the United States and the Caribbean. Emphasis will be on interpretive examination of black women within a gender network, in the black community, and in the larger society. The course format is topical and includes abolition, women's rights, slavery, sexuality, education, and race uplift. Course requirements are (1) attendance and active participation and (2) completion of a 25–30 page paper based on primary research on some aspect of the history of nineteenth-century African-American women.]

[WOMNS 613 The Political Economy of Women and Work (also City and Regional Planning 613)]

Fall. 3 credits.

L. Beneria.

This course focuses on different approaches to the analysis of women's work in the household and the labor market from an economic and feminist perspective. Topics include household theory and the gender division of labor in the home and the labor market; labor force participation; wage differentials, segregation, labor market segmentation, and discrimination; class, race, and gender issues; comparable worth and other labor market policies, gender and economic restructuring; family politics, demography and social change. The empirical material in the course concentrates mostly, but not exclusively, on the United States.

[WOMNS 614 Gender and International Development (also City and Regional Planning 614)]

Spring. 3 credits.

L. Beneria.

This course has four main objectives. The first is to provide an analysis of the location of women in processes of development and to understand the centrality of gender in each case. The second is to examine theoretical and conceptual frameworks for the analysis, including an understanding of gender divisions and their interaction with other forms of inequality such as class, race, and ethnicity. The third is to reflect upon the linkages between the global economy and the gendered macro and micro processes of development. The fourth is to provide a basis for research, practical action, and policy formulation and for evaluating directions and strategies for social change.

[WOMNS 621 Lesbian, Gay, and Bisexual Studies]

Fall. 4 credits. Not offered 1993–94.

C. A. Martin.

The purpose of this seminar is twofold: (1) to explore recent work in the field of lesbian and gay studies with particular emphasis on cultural theory; and (2) to provide graduate students with the opportunity to pursue their individual research projects in a collaborative setting. The first part of the semester will be devoted to a discussion of critical debates and texts in this emerging field, and the second half to students' presentations of their work.]

[WOMNS 626 Graduate Seminar in the History of American Women (also History 626)]

Fall. 4 credits. Limited to graduate students.

M. B. Norton. Not offered 1993–94.

A reading and research seminar intended for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

[WOMNS 631 Gender and Culture (also Anthropology 621)]

Fall. 4 credits. Not offered 1993–94.

K. March.

Extended consideration of the anthropological issues surrounding sex and gender introduced in ANTHR/WOMNS 321. The discussion seminar portion of this course will emphasize contemporary theories of gender within anthropology and build specifically toward the formulation of important research problems in the field. Graduate students only.]

[WOMNS 633 Women Writers in the Middle Ages (also English 633)]

Fall. 4 credits. Not offered 1993–94.

A. Galloway.

This new course will study women writers of the Middle Ages, while examining some of the methodologies—medieval and modern—for assessing these women's works and lives. The first weeks will be spent reading Marie de France, a selection of poems "praising" and "blaming" women and marriage, surveying medieval "theories about femininity"—including misogyny of the more obvious and perennial varieties—and putting beside these selected modern essays. The balance of the course will concentrate on the works and contexts of women writers in the later Middle Ages, especially Margery Kempe, Julian of Norwich, Catherine of Siena, and Christine of Pisan, interlacing study of these with some excerpts from male writers in the same general traditions. Study of the later writers will include emphasizing the ways that the women writers interacted with their male intellectual peers and with their literary, religious, and philosophical traditions; we will

seek to define within these living and intellectual contexts the kinds of authority and vision these women developed. Time permitting, some women writers of the sixteenth century may be included.]

[WOMNS 660 Gender in Nineteenth-Century America (also English 661)]

4 credits.

S. Samuels. Not offered 1993–94.

A study of the relation between historical experience and literary texts. We will examine from the perspectives of both historical and literary analysis the rise of women writers, the novel's preoccupation with conflicts between men and women, the cultural uses of feminism and antifeminism, and the impact of the new woman. Bringing traditional literary texts—novels and poetry—into dialogue with "nonliterary" writings like journalism, political treatise, social reform manifestos, and etiquette books, we will draw on the methods and theories of cultural history and literary criticism to ask how gender relations and the history of women bear on the plots, discourses, and images of literary texts. A tentative reading list would include Susannah Rowson's *Charlotte Temple*, Lydia Maria Child's *The Mother's Book*, Catherine Beecher's *A Treatise on Domesticity*, Nathaniel Hawthorne's *The Blithedale Romance*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Herman Melville's *Pierre*, poems by Emily Dickinson and Walt Whitman.]

[WOMNS 670 Feminist Political Theory (Graduate Seminar) (also Government 671)]

Fall. 4 credits. Open to undergraduates who have taken GOV/WS 463 or other courses in feminist theory and who have the permission of the instructor.

N. Hirschmann.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise.

[WOMNS 671 Feminist Methods (also Rural Sociology 771)]

Spring. 4 credits.

S. Feldman.

Employing a sociology of knowledge perspective and comparative approach within the social science, this course will review and analyze contemporary themes in the feminist epistemological critique of sociological methods. The course will begin by identifying what constitutes mainstream explanations within the social sciences, introduce early feminist challenges to androcentric paradigms, move to examine the philosophical and postmodern challenge, and then outline issues critical to "doing fieldwork." In the latter section, we will examine studies that address issues of class, race, ethnicity, and constructions of otherness.

[WOMNS 685 Seminar in Sex Differences and Sex Roles (also Psychology 685 and Sociology 685)]

4 credits. Prerequisite: permission of instructor. Not offered 1993–94.

S. Bem.]

[WOMNS 690 Feminist Criticism (also German Studies 690)]

Fall. 4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German recommended but not required.

C. A. Martin.

This course is designed to explore developments in feminist literary theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts and by raising questions about the implications for feminism of competing critical strategies in the general field of literary theory; the relations between feminism and established critical schools; the tension in feminist Germanistik between critical attention to the "male canon" and the construction of a female literary tradition; the impact on German feminism(s) of their translations of French and American work; the impact and treatment of the Nazi period; the effects of the East-West divide on development in Germany; the impact on feminist literature and criticism of Third World women in Germany; and approaches in Germany to imperialism and racism.

[WOMNS 692 Hispanic Feminisms (also Romance Studies 690)]

Spring. 4 credits. Taught in Spanish. Not offered 1993–94.

D. Castillo.

This seminar is designed to explore the interrelationship of feminist literary theory and the narrative production of the Hispanic world. In this inquiry, we will be developing feminist critical methodologies (based on readings of essays by thinkers such as Castellanos, and Glantz) and defining strategies or possibilities for feminist criticism(s). Finally, we will study the ways in which feminist analyses of literature alter our readings of texts by men (Isaacs, Cortázar, Onetti, García Lorca) as well as by women (Pardo Bazán, Tusquets, Valenzuela, Garro), and how they change our conception of criticism and the task of the critic.]

[WOMNS 699 Topics in Women's Studies]

Fall or spring. Variable credits.

Staff.

Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

[WOMNS 705 Feminist Literary Theory (also English 705)]

4 credits. Not offered 1993–94.

M. Jacobus.]

[WOMNS 733 Literary Anti-Feminism (also English 733)]

4 credits. Not offered 1993–94.

L. Brown.]

[WOMNS 772 Advanced Topics on International Development and Women (also City and Regional Planning 772)]

Spring. 4 credits.

L. Beneria.

A seminar to explore theoretical and empirical issues of interest to master's and Ph.D. degree students working on topics related to gender and international development. The focus is on a few narrow topics—such as the gender effects of the foreign debt crisis, the formal sector and women's work, and gender aspects in demographic change—to be explored in depth in preparation for research and thesis writing. Students are encouraged to explore and exchange ideas as well as to provide mutual support and criticism.

Related Courses in Other Departments

CRP 415 Gender Issues in Planning and Architecture

CE&H 411 Time as a Human Resource

GERST 754 German Women Writers of the Fin de Siècle

HDFS 150 The Family in Modern Society

HDFS 354 The Family in Cross-cultural Perspective

HDFS 358 Theories of Adult Interpersonal Relationships

HDFS 456 Families and Social Policy

HDFS 650 Contemporary Family Theory and Research

ILR 366 Women at Work

TXA 245 Dress: A Reflection of American Women's Roles

Writing Program

See "John S. Knight Writing Program."

FACULTY ROSTER

- Abrams, Kathryn, J. D., Yale Law. Assoc. Prof., Ethics and Public Life
- Abrams, Meyer H., Ph.D., Harvard U. Class of 1916. Professor of English Emeritus, English
- Abruna, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Prof., Chemistry
- Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center
- Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
- Agard, Frederick B., Ph.D., Princeton U. Prof. Emeritus, Modern Languages and Linguistics
- Agawu, V. Kofi, Ph.D., Stanford U. Assoc. Prof., Music
- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics
- Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry
- Alexander, James P., Ph.D., U. of Chicago. Asst. Prof., Physics/LASSP*
- Allchin, Douglas, Ph.D., U. of Chicago. Asst. Prof., Science and Technology Studies
- Allmendinger, Richard W., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC*
- Altschuler, Glenn C., Ph.D., Cornell U. Prof., American Studies
- Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP*
- Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English
- Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies, Government
- Archer, Richard J., M.A., U. of Missouri at Kansas City. Asst. Prof., Theatre Arts
- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
- Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*
- Assié-Lumumba, N'dri, Ph.D., U. of Chicago. Asst. Prof., Africana Studies/Women's Studies
- Attoh, K., Ph.D., U. Michigan. Assoc. Prof., Geological Sciences
- Austin, William W., Ph.D., Harvard U. Given Foundation Professor of Musicology Emeritus, Music
- Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof. Industrial and Labor Relations/Sociology
- Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry
- Barazangi, Muawia, Ph.D., Columbia U. Prof., Geological Sciences/INSTOC*
- Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
- Barzman, Karen-Edis, Ph.D., Johns Hopkins U. Asst. Prof., History of Art
- Bassett, William A., Ph.D., Columbia U. Prof., Geological Sciences
- Bathrick, David, Ph.D., U. of Chicago. Prof., German Literature and Theatre Arts
- Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
- Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof., History
- Begley, Tadhg P., Ph.D., California Inst. of Technology. Assoc. Prof., Chemistry
- Bell, Eleanor O., Ph.D., U. of California at Berkeley. Asst. Prof., Sociology
- Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies
- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Bereaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
- Berger, Anne, Ph.D., Paris VII (France). Assoc. Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNSP
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof., Government/Near Eastern Studies
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bestor, Theodore C., Ph.D., Stanford U. Assoc. Prof., Anthropology
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus, Physics
- Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History
- Billera Louis J., Ph.D., City U. of New York. Prof., Mathematics/Operations Research and Industrial Engineering
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music, Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Geological Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Assoc. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof., English
- Bittman, Dina, Ph.D., U. of Wisconsin at Madison. Asst. Prof., Computer Science
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blass, Elliott M., Ph.D., U. of Virginia. Prof., Psychology
- Bloom, Arthur L., Ph.D., Yale U. Prof., Geological Sciences/INSTOC*
- Bloom, Bard, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Asst. Prof., Physics/LASSP*
- Bodman, Nicholas C., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Borneman, John W., Ph.D., Harvard U. Asst. Prof., Anthropology
- Borstelmann, Thomas, Ph.D., Duke U. Asst. Prof., History
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Modern Languages and Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Bramble, James H., Ph.D., U. of Maryland. Prof., Mathematics
- Brann, Ross, Ph.D., New York U. Assoc. Prof., Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature (Asian Studies)
- Breiger, Ronald L., Ph.D., Harvard U. Prof., Sociology
- Bronfenbrenner, Urie, Ph.D., U. of Michigan, Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Geological Sciences/INSTOC*
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Brown, Lawrence D., Ph.D., Cornell U. Prof., Mathematics
- Brown, Lois, Ph.D., Boston College. Asst. Prof., English
- Brown, Stuart M., Jr., Ph.D., Cornell U. Prof. Emeritus, Philosophy/Science and Technology Studies
- Brown, Theodore M., Ph.D., U. of Utrecht (Netherlands). Prof. Emeritus, History of Art
- Browne, E. Wayles III, Ph.D., U. of Zagreb (Yugoslavia). Assoc. Prof., Modern Languages and Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Assoc. Prof., Human Development and Family Studies/Women's Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., Government
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Chemistry
- Burns, Joseph A., Ph.D., Cornell U. Prof., Astronomy/Theoretical and Applied Mechanics/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Calkins, Robert G., Ph.D., Harvard U. Prof., History of Art
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC†
- Cao, Jianguo, Ph.D., U. of Pennsylvania. Asst. Prof., Mathematics
- Caputi, Anthony F., Ph.D., Cornell U. Prof., Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Carmichael, Calum M., B. Litt, Oxford U. (England). Prof., Comparative Literature/Biblical Studies
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry
- Carroll, Noel, Ph.D., U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Carstens, Vicki, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics/Africana Studies

- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LNSQ
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Assoc. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M. III, Ph.D., Princeton U. Prof., Geological Sciences
- Chase, Cynthia, Ph.D., Yale U. Assoc. Prof., English
- Chase, Stephen U., Ph.D., U. of Chicago. Prof., Mathematics
- Chernoff, David F., Ph.D., U. of California at Berkeley. Assoc. Prof., Astronomy/CRSR
- Chester Geoffrey V., Ph.D. King's Coll. London (England). Prof., Physics/LASSP*
- Chierchia, Gennaro, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Modern Languages and Linguistics
- Christensen, Thomas. Ph.D., Columbia U. Asst. Prof., Government
- Cisne, John L., Ph.D., U. of Chicago. Prof., Geological Sciences/INSTOC*
- Clardy, Jon C., Ph.D., Harvard U. Horace White Professor of Chemistry, Chemistry
- Clark, M. Gardner, Ph.D., Harvard U. Prof., Industrial and Labor Relations/Economics
- Clements, George N., Ph.D., U. of London (England). Prof., Modern Languages and Linguistics
- Clinton Kevin M., Ph.D., Johns Hopkins U. Prof., Classics
- Cochran, Sherman G., Ph.D., Yale U. Prof., History
- Cohen, Marshall M., Ph.D., U. of Michigan. Prof., Mathematics
- Cohen, Walter I., Ph.D., U. of California at Berkeley. Prof., Comparative Literature
- Cohn, Abigail, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics
- Colby-Hall, Alice M., Ph.D., Columbia U. Prof., Romance Studies
- Coleman, John E., Ph.D., U. of Cincinnati. Prof., Classics
- Coleman, Thomas F., Ph.D., U. of Waterloo. Prof., Computer Science
- Collum, David B., Ph.D., Columbia U. Prof., Chemistry
- Connelly, Robert, Ph.D., U. of Michigan. Prof., Mathematics
- Constable, Robert L., Ph.D., U. of Wisconsin. Prof., Computer Science
- Cooke, W. Donald, Ph.D., U. of Pennsylvania. Prof. Emeritus, Chemistry
- Cooper, Barbara H., Ph.D., California Inst. of Technology. Assoc. Prof., Physics/LASSP*
- Cordes, James M., Ph.D., U. of California at San Diego. Prof., Astronomy/NAIC‡
- Correll, Barbara, Ph.D., U. of Wisconsin. Asst. Prof., English
- Corson, Dale R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Cotts, Robert M., Ph.D., U. of California at Berkeley. Prof., Physics/LASSP*
- Cowan, J. Milton, Ph.D., U. of Iowa. Prof. Emeritus, Modern Languages and Linguistics
- Crimmins, Mark D., Ph.D., Stanford U. Asst. Prof., Philosophy
- Cross, William E., Ph.D., Princeton U. Assoc. Prof., Africana Studies and Research Center
- Culler, Jonathan D., D. of Phil., Oxford U. (England). Class of 1916 Professor, English/Comparative Literature
- Cutting, James E., Ph.D., Yale U. Prof., Psychology
- Dannhauser, Werner J., Ph.D., U. of Chicago. Prof. Emeritus, Government
- Darlington, Richard B., Ph.D., U. of Minnesota. Prof., Psychology
- Davis, Michael M., Ph.D., Leiden U. (Netherlands). Adj. Prof., Astronomy/NAIC‡
- Davis, N. Gregson G., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Comparative Literature, Comparative Literature/Classics
- Davis, Tom E., Ph.D., Johns Hopkins U. Prof., Economics
- Dear, Peter, Ph.D., Princeton U. Assoc. Prof., History/Science and Technology Studies
- de Bary, Brett, Ph.D., Harvard U. Prof., Japanese Literature (Asian Studies)/Comparative Literature
- Deinert, Herbert, Ph.D., Yale U. Prof., German Literature
- Dennis, Michael A., Ph.D., Johns Hopkins U. Asst. Prof., Science and Technology Studies
- Dennis, R. Keith, Ph.D., Rice U. Prof., Mathematics
- Devenyi, Jutka, Ph.D., U. of California at Santa Barbara. Asst. Prof., Theatre Arts
- DeVoogd, Timothy J., Ph.D., U. of Illinois. Assoc. Prof., Psychology
- Diesing, Molly, Ph.D., U. of Massachusetts at Amherst. Asst. Prof., Modern Languages and Linguistics
- Diffloth, Gérard, Ph.D., U. of California at Los Angeles. Prof., Modern Languages and Linguistics
- DiSalvo, Francis J. Jr., Ph.D., Stanford U. Prof., Chemistry
- Donald, Bruce, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Dotson, Arch T., Ph.D., Harvard U. Prof., Government
- Dotson, Esther G., Ph.D., New York U. Prof. Emeritus, History of Art
- Drell, Persis, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LNSQ
- Dunning, David, Ph.D., Stanford U. Asst. Prof., Psychology
- Durrett, Richard T., Ph.D., Stanford U. Prof., Mathematics
- Dynkin, Eugene B., Dr. of Sci., Moscow U. (USSR). Abram N. Bullis Professor of Mathematics, Mathematics
- Earle, Clifford J., Ph.D., Harvard U. Prof., Mathematics
- Easley, David, Ph.D., Northwestern U. Prof., Economics
- Eddy, Donald D., Ph.D., U. of Chicago. Prof., English
- Edmondson, Locksley G., Ph.D., Queens U. (Canada). Prof., Africana Studies and Research Center
- Ehrenberg, Ronald, Ph.D., Northwestern U. Prof. Industrial and Labor Relations/Economics
- Einaudi, Mario, Ph.D., U. of Turin (Italy). Goldwin Smith Professor of Government
- Emeritus, Government
- Elias, Robert, Ph.D., U. of Pennsylvania. Goldwin Smith Professor of English Literature and American Studies, Emeritus, English
- Elledge, Scott B., Ph.D., Cornell U. Goldwin Smith Professor of English Literature
- Emeritus, English
- Elser, Veit, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LASSP*
- Esmann, Milton J., Ph.D., Princeton U. John S. Knight Professor of International Studies, Emeritus, Government
- Ezergailis, Inta M., Ph.D., Cornell U. Prof., German Literature
- Ezra, Gregory S., Ph.D., Oxford U. (England). Prof., Chemistry
- Fajans, Jane, Ph.D., Stanford U. Asst. Prof., Anthropology
- Farrell, Robert T., Ph.D., Fordham U. Prof., English/Medieval Studies/ Archaeology
- Farrell, Roger H., Ph.D., U. of Illinois. Prof., Mathematics
- Fay, Robert C., Ph.D., U. of Illinois. Prof., Chemistry
- Feldshuh, David, Ph.D., U. of Minnesota. Prof., Theatre Arts
- Field, David J., Ph.D., U. of Pennsylvania. Asst. Prof., Psychology
- Fine, Gail J., Ph.D., Harvard U. Prof., Philosophy
- Finlay, Barbara L., Ph.D., Massachusetts Inst. of Technology. Prof., Psychology
- Fitchen, Douglas B., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Fortune, Joanne E., Ph.D., Cornell U. Assoc. Prof., Physiology/Women's Studies
- Foster, Harold F., Ph.D., CUNY Graduate Center. Assoc. Prof., History of Art/Comparative Literature
- Franck, Carl P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP*
- Frank, Robert H., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Economics, Economics/Ethics and Public Policy
- Frechet, Jean M. J., Ph.D., SUNY Syracuse and Syracuse U. Prof., Chemistry
- Fredericksen, Donald L., Ph.D., U. of Iowa. Assoc. Prof., Theatre Arts
- Freed, Jack H., Ph.D., Columbia U. Prof., Chemistry
- Freeman, John, Ph.D., U. of North Carolina at Chapel Hill. Prof., Organizational Behavior/Sociology
- Fried, Debra, Ph.D., Yale U. Assoc. Prof., English
- Fuchs, Wolfgang H., Ph.D., Cambridge U. (England). Prof. Emeritus, Mathematics
- Furman, Nelly, Ph.D., Columbia U. Prof., Romance Studies
- Gainor, Ellen J., Ph.D., Princeton U. Asst. Prof., Theatre Arts
- Gair, James W., Ph.D., Cornell U. Prof., Modern Languages and Linguistics
- Galik, Richard S., Ph.D., Cornell U. Prof., Physics/LNSQ
- Galloway, Andrew, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Ganem, Bruce, Ph.D., Columbia U. Prof., Chemistry
- Gates, Paul W., Ph.D., Harvard U. John Stambaugh Professor of History Emeritus, History
- Gibian, George, Ph.D., Harvard U. Goldwin Smith Professor of Russian Literature, Russian Literature/Comparative Literature
- Gibson, Eleanor J., Ph.D., Yale U. Susan Linn Sage Professor of Psychology Emeritus, Psychology
- Gierasch, Peter J., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Gilbert, Roger S., Ph.D., Yale U. Asst. Prof., English
- Gilman, Sander L., Ph.D., Tulane U. Goldwin Smith Professor, German Literature and Humane Studies (German Studies)/Psychiatry (History), Cornell Medical College
- Gilovich, Thomas, Ph.D., Stanford U. Assoc. Prof., Psychology
- Ginet, Carl A., Ph.D., Cornell U. Prof., Philosophy
- Ginsburg, Judith R., Ph.D., U. of California at Berkeley. Assoc. Prof., Classics
- Giovanelli, Riccardo, Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Gittelman, Bernard, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Goetz, Kent, M.F.A., U. of Wisconsin at Madison. Asst. Prof., Theatre Arts
- Gold, Daniel, Ph.D., U. of Chicago Divinity School. Assoc. Prof., Asian Studies
- Gold, Thomas, Ph.D., Cambridge U. (England). John L. Wetherill Professor of Astronomy Emeritus, Astronomy/CRSR†
- Goldgeier, James M., Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Goldsmith, Paul F., Ph.D., U. of California at Berkeley. Prof., Astronomy/NAIC‡
- Gottfried, Kurt, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Gottweis, Herbert, Ph.D., U. of Vienna (Austria). Assoc. Prof., Science and Technology Studies
- Grant, Keith, M.F.A., Yale U. Asst. Prof., Theatre Arts

- Greene, Brian R., Ph.D., Oxford U. Asst. Prof., Physics/LNS¶
- Greene, Sandra E., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Greenwood, Davydd J., Ph.D., U. of Pittsburgh. John S. Knight Professor of International Studies, Anthropology
- Greisen, Kenneth I., Ph.D., Cornell U. Prof. Emeritus, Physics
- Gries, David J., Ph.D., Technische Hoch., München (Germany). William L. Lewis Professor of Engineering, Computer Science
- Grimes, Joseph E., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Groos, Arthur, Ph.D., Cornell U. Prof., German Literature/Medieval Studies
- Gross, Leonard, Ph.D., U. of Chicago. Prof., Mathematics
- Gross, Mark, Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Grossvogel, Anita V., Ph.D., Cornell U. Assoc. Prof., Romance Studies
- Grossvogel, David I., Ph.D., Columbia U. Goldwin Smith Professor of Comparative Literature and Romance Studies, Romance Studies/Comparative Literature
- Guckenheimer, John, Ph.D., U. of California at Berkeley. Prof., Mathematics
- Gunn, Edward M., Jr., Ph.D., Columbia U. Prof., Chinese Literature (Asian Studies)
- Hagfors, Tor, Ph.D., U. of Oslo (Norway). Prof. Emeritus, Astronomy/Engineering/NAIC‡
- Hall, Robert A. Jr., Litt. D., U. of Rome (Italy). Prof. Emeritus, Modern Languages and Linguistics
- Halpern, Bruce P., Ph.D., Brown U. Prof., Psychology/Biological Sciences
- Hand, Louis N., Ph.D., Stanford U. Prof., Physics/LNS¶
- Hannan, Michael T., Ph.D., U. of North Carolina. Henry Scarborough Professor of Social Sciences, Sociology
- Harbert, Wayne E., Ph.D., U. of Illinois. Prof., Modern Languages and Linguistics
- Harris, Robert L., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Hartill, Donald L., Ph.D., California Inst. of Technology. Prof., Physics/LNS¶
- Hartman, Paul L., Ph.D., Cornell U. Prof. Emeritus, Physics/Applied and Engineering Physics/LASSP*
- Hartmanis, Juris, Ph.D., California Inst. of Technology. Walter R. Read Professor of Engineering, Computer Science
- Harwit, Martin O., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Astronomy/CRSR†
- Hatch, Martin, Ph.D., Cornell U. Assoc. Prof., Music
- Hatcher, Allen, Ph.D., Stanford U. Prof., Mathematics
- Hay, George A., Ph.D., Northwestern U. Prof., Economics/Law
- Hayes, Donald P., Ph.D., U. of Washington. Prof., Sociology
- Haynes, Martha P., Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Hays, Michael D., Ph.D., U. of Minnesota. Prof., Theatre Arts
- Henderson, David W., Ph.D., U. of Wisconsin. Prof., Mathematics
- Henderson, John S., Ph.D., Yale U. Prof., Anthropology
- Henley, Christopher L., Ph.D., Harvard U. Asst. Prof., Physics/LASSP*
- Henzinger, Thomas A., Ph.D., Stanford U. Asst. Prof., Computer Science
- Herrin, W. Lamar, Ph.D., U. of Cincinnati. Prof., English
- Herring, Ronald, Ph.D., U. of Wisconsin at Madison. Prof., Government
- Herter, Terry L., Ph.D., U. of Rochester. Assoc. Prof., Astronomy/CRSR†
- Hester, Karlton, Ph.D., City U. of New York. Asst. Prof., Music
- Hildebrand, George H., Ph.D., Cornell U. Maxwell M. Upson Professor of Economics and Industrial Relations Emeritus, Economics/Industrial and Labor Relations
- Hill, Thomas D., Ph.D., Cornell U. Prof., English/Medieval Studies
- Hirschmann, Nancy, Ph.D., Johns Hopkins U. Asst. Prof. Government
- Hite, Molly, Ph.D., U. of Washington. Assoc. Prof., English
- Ho, Wilson, Ph.D., U. of Pennsylvania. Prof., Physics/LASSP*
- Hockett, Charles F., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics/Anthropology
- Hodes, Harold, Ph.D., Harvard U. Assoc. Prof., Philosophy
- Hoffmann, Roald, Ph.D., Harvard U. John A. Newman Professor of Physical Science, Chemistry
- Hohendahl, Peter U., Ph.D., Hamburg U. (Germany). Jacob Gould Schurman Professor of German Literature, German Literature/Comparative Literature
- Holcomb, Donald F., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Holdheim, W. Wolfgang, Ph.D., Yale U. Frederic J. Whiton Professor of Liberal Studies, Emeritus, Comparative Literature/Romance Studies
- Holloway, Thomas H., Ph.D., U. of Wisconsin. Prof., History
- Holmberg, David H., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Holmes, Philip J., Ph.D., Southampton U. (England). Prof., Theoretical and Applied Mechanics/Mathematics
- Hong, Yongmiao, Ph.D., U. of California at San Diego. Asst. Prof. Economics
- Hopcroft, John E., Ph.D., Stanford U. Joseph C. Ford Professor of Computer Science, Computer Science
- Houck, James R., Ph.D., Cornell U. Prof., Astronomy/CRSR†
- Houston, Paul L., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Hsu, John T. H., D. Music, New England Conservatory of Music. Old Dominion Foundation Professor of Humanities and Music, Music
- Hubbard, John H., Doctorat d'Etat, U. de Paris (France). Prof., Mathematics
- Hull, Isabel V., Ph.D., Yale U. Prof., History
- Husa, Karel, Diploma, Paris Conservatory (France). Kappa Alpha Professor of Music, Emeritus, Music
- Huttenlocher, Daniel P., Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Hwang, J. T. Gene, Ph.D., Purdue U. Prof., Mathematics
- Hyams, Paul R., D. Phil., Oxford U. (England). Assoc. Prof., History
- Irwin, Terence H., Ph.D., Princeton U. Prof., Philosophy
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Professor of Geological Sciences, Geological Sciences
- Isard, Walter, Ph.D., Harvard U. Prof. Emeritus, Economics
- Isbell, Billie J., Ph.D., U. of Illinois. Assoc. Prof., Anthropology
- Isen, Alice M., Ph.D., Stanford U. Prof., Johnson Graduate School of Management/Psychology
- Jacobus, Mary L., D. Phil. Oxford U. (England). John Wendell Anderson Professor of English, English/Women's Studies
- Janowitz, Phyllis, M.F.A., U. of Massachusetts. Assoc. Prof., English
- Jarrett, Jon P., Ph.D., U. of Chicago. Assoc. Prof., Philosophy/Science and Technology Studies
- Jasanoff, Jay H., Ph.D., Harvard U. Jacob Gould Schurman Professor of Linguistics, Modern Languages and Linguistics
- Jasanoff, Sheila, Ph.D., J.D., Harvard U. Prof., Science and Technology Studies
- Jeyifo, Biodun, Ph.D., New York U. Prof., English
- John, James J., Ph.D., U. of Notre Dame. Professor of Paleography and Medieval History, History
- Johnston, Robert E., Ph.D., Rockefeller U. Prof., Psychology
- Jones, Karen, Ph.D., Cornell U. Asst. Prof., Philosophy
- Jones, Robert B. Jr., Ph.D., U. of California at Berkeley. Prof. Emeritus, Modern Languages and Linguistics
- Jongman, Allard, Ph.D., Brown U. Asst. Prof., Modern Languages and Linguistics
- Jordan, Teresa E., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#
- Jorden, Eleanor H., Ph.D., Yale U. Mary Donlon Alger Professor of Linguistics Emerita, Modern Languages and Linguistics
- Kahin, George McT., Ph.D., Johns Hopkins U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Kahl, Joseph A., Ph.D., Harvard U. Prof. Emeritus, Sociology
- Kahn, Alfred E., Ph.D., Yale U. Robert Julius Thorne Professor of Political Economy Emeritus, Economics
- Kahn, H. Peter, M. A., New York U. Prof. Emeritus, History of Art
- Kahn, Peter J., Ph.D., Princeton U. Prof., Mathematics
- Kalos, Malvin H., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Kammen, Michael G., Ph.D., Harvard U. Newton C. Farr Professor of American History and Culture, History
- Kaplan, Steven L., Ph.D., Yale U. Goldwin Smith Professor of History, History
- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof., Geological Sciences
- Karplus, Kevin, Ph.D., Stanford U. Asst. Prof., Computer Science/Electrical Engineering
- Kaske, Carol V., Ph.D., Johns Hopkins U. Assoc. Prof., English
- Katz, Steven T., Ph.D., Cambridge U. (England). Prof., History and Religion (Near Eastern Studies)
- Katzenstein, Mary F., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Government
- Katzenstein, Peter J., Ph.D., Harvard U. Walter S. Carpenter, Jr., Professor of International Studies, Government
- Kay, Robert W., Ph.D., Columbia U. Prof., Geological Sciences/INSTOC#
- Kay, Suzanne M., Ph.D., Brown U. Assoc. Prof., Geological Sciences/INSTOC#
- Keil, Frank C., Ph.D., U. of Pennsylvania. William R. Kenan, Jr., Professor of Psychology, Psychology
- Kelley, E. Wood, Ph.D., Indiana U. Assoc. Prof., Government
- Kellock, Judith, M. M., Boston U. Asst. Prof., Music
- Kelly, Morgan, Ph.D., Yale U. Asst. Prof., Economics
- Kennedy, William J., Ph.D., Yale U. Prof., Comparative Literature
- Kesten, Harry, Ph.D., Cornell U. Prof., Mathematics
- Keyser, Paul T., Ph.D., U. of Colorado. Asst. Prof., Classics
- Khurana, Beena, Ph.D., U. of California at Berkeley. Asst. Prof., Psychology
- Kiefer, Nicholas M., Ph.D., Princeton U. Henry Scarborough Professor of Social Science, Economics
- Kinoshita, Toichiro, Ph.D., Tokyo U. (Japan). Prof., Physics/LNS¶

- Kirkwood, Gordon M., Ph.D., Johns Hopkins U. Frederick J. Whiton Professor of Classics Emeritus, Classics
- Kirsch, A. Thomas, Ph.D., Harvard U. Prof., Anthropology
- Kirshner, Jonathan, Ph.D., Princeton U. Asst. Prof., Government
- Klein, Richard J., Ph.D., Yale U. Prof., Romance Studies
- Koschmann, J. Victor, Ph.D., U. of Chicago. Assoc. Prof., History
- Kozen, Dexter, Ph.D., Cornell U. Prof., Computer Science
- Kramnick, Isaac, Ph.D., Harvard U. Richard J. Schwarz Professor of Government, Government
- Kretzmann, Norman, Ph.D., Johns Hopkins U. Susan Linn Sage Professor of Philosophy, Philosophy
- Kronik, John W., Ph.D., U. of Wisconsin. Prof., Romance Studies
- Krumhansl, Carol L., Ph.D., Stanford U. Prof., Psychology
- Krumhansl, James A., Ph.D., Cornell U. Horace White Professor of Physics Emeritus, Physics/LASSP*
- Kufner, Herbert L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Kuki, Atsuo, Ph.D., Stanford U. Asst. Prof., Chemistry
- Kuniholm, Peter I., Ph.D., U. of Pennsylvania. Assoc. Prof., History of Art
- LaCapra, Dominick C., Ph.D., Harvard U. Bryce and Edith M. Bowman Professor in Humanistic Studies, History
- LaFeber, Walter F., Ph.D., U. of Wisconsin. Marie Underhill Noll Professor of American History, History
- Lambert, Bernd, Ph.D., U. of California at Berkeley. Prof., Anthropology
- Lambert, William W., Ph.D., Harvard U. Prof. Emeritus, Psychology/Sociology/Anthropology
- Landman, Alfred, Ph.D., U. of Amsterdam (Netherlands). Assoc. Prof., Modern Languages and Linguistics
- Lantolf, James P., Ph.D., Pennsylvania State U. Prof., Modern Languages and Linguistics
- Law, Jane Marie, Ph.D., U. of Chicago. Asst. Prof., Asian Studies
- Lawler, Margaret, M.A., San Jose State Coll. Assoc. Prof. Emerita, Theatre Arts
- Lazzaro, Claudia, Ph.D., Princeton U. Prof., History of Art
- Leavitt, Thomas W., Ph.D., Harvard U. Prof. Emeritus, History of Art
- LeClair, André R., Ph.D., Harvard U. Asst. Prof., Physics/LNS†
- Lee, David M., Ph.D., Yale U. Prof., Physics/LASSP*
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof. Human Development and Family Studies/Asian American Studies Program
- Leed, Richard L., Ph.D., Cornell U. Prof., Modern Languages and Linguistics
- Legros, Patrick A., Ph.D., California Inst. of Technology. Asst. Prof., Economics
- Lepage, G. Peter, Ph.D., Stanford U. Prof., Physics/LNS†
- Levitsky, David A., Ph.D., Rutgers U. Prof., Nutritional Sciences/Psychology
- Levitt, Bruce, Ph.D., U. of Michigan. Prof., Theatre Arts
- Levy, Charles S., Ph.D., Cornell U. Prof., English
- Lewis, Philip E., Ph.D., Yale U. Prof., Romance Studies
- Littauer, Raphael M., Ph.D., Cambridge U. (England). Prof., Physics/LNS†
- Liu, Richard C., Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Livesay, George R., Ph.D., U. of Illinois. Prof., Mathematics
- Long, Franklin A., Ph.D., U. of California at Berkeley. Henry R. Luce Professor of Science and Society Emeritus, Chemistry/Science, Technology, and Society
- Long, Kathleen P., Ph.D., Yale U. Asst. Prof., Romance Studies
- Loring, Roger F., Ph.D., Stanford U. Assoc. Prof., Chemistry
- Lowi, Theodore J., Ph.D., Yale U. John L. Senior Professor of American Institutions, Government
- Lurie, Alison, A. B., Radcliffe Coll. Frederic J. Whiton Professor of American Literature, English
- Lust, Barbara, Ph.D., CUNY. Prof., Modern Languages and Linguistics/HDFS
- Lynch, Thomas F., Ph.D., U. of Chicago. Prof., Anthropology
- Lyons, David B., Ph.D., Harvard U. Prof., Philosophy/Law
- Lyons, Thomas, Ph.D., Cornell U. Assoc. Prof., Economics
- Maas, James B., Ph.D., Cornell U. Prof., Psychology
- McAllester, David, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- McCall, Dan E., Ph.D., Columbia U. Prof., English
- McCann, David R., Ph.D., Harvard U. Assoc. Prof., Asian Studies
- McClane, Kenneth A., M.F.A., Cornell U. Prof., English
- McClelland, Peter D., Ph.D., Harvard U. Prof., Economics
- McConkey, James R., Ph.D., State U. of Iowa. Prof. Emeritus, English
- McConnell-Ginet, Sally, Ph.D., U. of Rochester. Prof., Modern Languages and Linguistics/Women's Studies
- McCoy, William John Jr., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- McCoy, Maureen, M.F.A., U. of Iowa. Asst. Prof., English
- McDaniel, Boyce D., Ph.D., Cornell U. Floyd R. Newman Professor of Nuclear Studies Emeritus, Physics/LNS†
- MacDonald, June Fessenden, Ph.D., Tufts U. Assoc. Prof., Science and Technology Studies/Biochemistry
- McGinnis, Robert, Ph.D., Northwestern U. Prof. Emeritus, Sociology
- Mack, Ronald D., Ph.D., Columbia U. Assoc. Prof., Psychology
- McLafferty, Fred W., Ph.D., Cornell U. Prof. Emeritus, Chemistry
- McMillin, H. Scott, Ph.D., Stanford U. Prof., English
- McMurry, John E., Ph.D., Columbia U. Prof., Chemistry
- McPherson, J. Miller, Ph.D., Vanderbilt U. Prof., Sociology
- McRae, John R., Ph.D., Yale U. Assoc. Prof., Asian Studies
- Majumdar, Mukul K., Ph.D., U. of California at Berkeley. H. T. Warshow and Robert Irving Warshow Professor of Economics, Economics
- Mankin, David P., Ph.D., U. of Virginia. Asst. Prof., Classics
- March, Kathryn S., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Marcus, Phillip L., Ph.D., Harvard U. Prof., English
- Martin, Biddy, Ph.D., University of Wisconsin at Madison. Assoc. Prof., German Literature/Women's Studies
- Masson, Robert T., Ph.D., U. of California at Berkeley. Prof., Economics
- Mazrui, Ali, Ph.D., Oxford U. (England). Senior Scholar, Africana Research and Studies Center
- McRae, John R., Ph.D., Yale U. Asst. Prof., Asian Studies
- Mebane, Walter, Ph.D., Yale U. Assoc. Prof., Government
- Mei, Tsu-Lin, Ph.D., Yale U. Prof., Chinese Literature and Philosophy, Asian Studies
- Meinwald, Jerrold, Ph.D., Harvard U. Goldwin Smith Professor of Chemistry, Chemistry
- Meixner, Laura L., Ph.D., Ohio State U. Assoc. Prof., History of Art
- Mermin, Dorothy M., Ph.D., Harvard U. Prof., English
- Mermin, N. David, Ph.D., Harvard U. Horace White Professor of Physics, Physics/LASSP*
- Messing, Gordon M., Ph.D., Harvard U. Prof. Emeritus, Classics/Modern Languages and Linguistics
- Miguel, Marilyn, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Miller, Richard W., Ph.D., Harvard U. Prof., Philosophy/Science and Technology Studies
- Miller, William T., Ph.D., Duke U. Prof. Emeritus, Chemistry
- Minkowski, Christopher, Ph.D., Harvard U. Asst. Prof., Asian Studies/Classics
- Mitchell, Janet, Ph.D., Northwestern U. Asst. Prof., Economics
- Mitra, Tapan, Ph.D., U. of Rochester. Prof., Economics
- Mitsis, Phillip, Ph.D., Cornell U. Assoc. Prof., Classics
- Moen, Phyllis, Ph.D., U. of Minnesota. Assoc. Prof., Human Ecology and Sociology
- Mohanty, S. P., Ph.D., U. of Illinois. Asst. Prof., English
- Monegal, Antonio, Ph.D., Harvard U. Asst. Prof., Romance Studies
- Monosoff-Pancaldo, Sonya, Artists Diploma, Juilliard School of Music. Prof., Music
- Monroe, Jonathan B., Ph.D., U. of Oregon. Assoc. Prof., Comparative Literature
- Moore, R. Laurence, Ph.D., Yale U. Prof., History
- Morgan, Robert R., M.F.A., U. of North Carolina. Prof., English
- Morgenroth, Joyce, M.A., Johns Hopkins U. Assoc. Prof., Theatre Arts
- Morley, Michael D., Ph.D., U. of Chicago. Prof., Mathematics
- Morrison, George H., Ph.D., Princeton U. Prof. Emeritus, Chemistry
- Mullen, Harryette, Ph.D., U. of California at Santa Cruz. Asst. Prof., English
- Murray, Edward, Ph.D., Yale Univ. Assoc. Prof., Music
- Murray, Timothy, Ph.D., Johns Hopkins U. Assoc. Prof., English
- Najemy, John M., Ph.D., Harvard U. Prof., History
- Nee, Victor, Ph.D., Harvard U. Goldwin Smith Professor of Sociology, Sociology
- Nelson, Frederick E., Ph.D., U. of Michigan. Assoc. Prof., Geological Sciences
- Nerode, Anil, Ph.D., U. of Chicago. Goldwin Smith Professor of Mathematics, Mathematics
- Ngate, Jonathan, Ph.D., U. of Washington. Assoc. Prof., Romance Studies
- Nicholson, Philip, Ph.D., California Inst. of Technology. Assoc. Prof., Astronomy/CRSR†
- Norton, Mary Beth, Ph.D., Harvard U. Mary Donlon Alger Professor of American History, History
- Nussbaum, Alan, Ph.D., Harvard U. Assoc. Prof., Classics/Modern Languages and Linguistics
- O'Connor, Stanley J., Ph.D., Cornell U. Prof., History of Art
- Ohadike, Don, Ph.D., U. of Jos (Nigeria). Asst. Prof., Africana Studies and Research Center
- Okihiro, Gary, Ph.D., U. of California at Los Angeles. Assoc. Prof., History/Asian American Studies Program
- Oliver, Jack E., Ph.D., Columbia U. Irving Porter Church Professor Emeritus of Engineering/Geological Sciences/INSTOC#

- Olschner, Leonard M., Dr. Phil, Albert-Ludwigs-Universität, Freiburg i. Br. (Germany). Assoc. Prof., German Literature
- Olzak, Susan, Ph.D., Stanford U. Assoc. Prof., Sociology
- Orear, Jay, Ph.D., U. of Chicago. Prof. Emeritus, Physics/LNSQ
- Owen, David I., Ph.D., Brandeis U. Prof., Ancient Near Eastern History and Archaeology (Near Eastern Studies)
- Palmer, Robert M., M.M., Eastman School of Music. Given Foundation Professor of Music Composition Emeritus, Music
- Panangaden, Prakash, Ph.D., U. of Wisconsin at Milwaukee. Asst. Prof., Computer Science
- Parker, A. Reeve, Ph.D., Harvard U. Prof., English
- Parker, Roger, Ph.D., King's Coll., U. of London (England). Assoc. Prof., Music
- Parpia, Jeevak M., Ph.D., Cornell U. Assoc. Prof., Physics/LASSP*
- Parratt, Lyman G., Ph.D., U. of Chicago. Prof. Emeritus, Physics
- Parrish, Stephen M., Ph.D., Harvard U. Goldwin Smith Professor of English Emeritus, English
- Paterson, Donald R. M., M. M., U. of Michigan. Assoc. Prof., Music
- Patterson, J. Ritchie, Ph.D., U. of Chicago. Asst. Prof., Physics/LNSQ
- Payne, Lawrence E., Ph.D., Iowa State U. Prof., Mathematics
- Pedersen, Paul, Ph.D., New York U. Asst. Prof., Computer Science
- Peirce, Leslie, Ph.D., Princeton U. Asst. Prof., Ottoman History and Turkish Language, Near Eastern Studies
- Pelliccia, Hayden, Ph.D., Yale U. Asst. Prof., Classics
- Pempel, T. John, Ph.D., Columbia U. Prof., Government
- Peterson, Charles A., Ph.D., U. of Washington. Prof., History
- Philips, Laura A., Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
- Piedra, Jose, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Piggott, Joan R., Ph.D., Stanford University. Asst. Prof., History
- Pinch, Trevor J., Ph.D., U. of Bath (England). Assoc. Prof., Science and Technology Studies
- Pingali, Keshav K., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Pintner, Walter M., Ph.D., Harvard U. Prof., History
- Platek, Richard, Ph.D., Stanford U. Assoc. Prof., Mathematics
- Pohl, Robert O., Doktor, U. Erlangen (Germany). Prof., Physics/LASSP*
- Polenberg, Richard, Ph.D., Columbia U. Goldwin Smith Professor of American History, History
- Pollak, Nancy, Ph.D., Yale U. Asst. Prof., Russian Literature
- Pontusson, Jonas, Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Porte, Joel M., Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, English/Comparative Literature
- Possen, Uri M., Ph.D., Yale U. Prof., Economics
- Power, Alison G., Ph.D., U. of Alaska. Assoc. Prof., Science and Technology Studies/Ecology and Systematics
- Powers, David S., Ph.D., Princeton U. Prof., Arabic and Islamic Studies, Near Eastern Studies
- Provine, William B., Ph.D., U. of Chicago. Prof., History/Biological Sciences
- Pucci, Pietro, Ph.D., U. of Pisa (Italy). Goldwin Smith Professor of Classics, Classics
- Rabkin, Jeremy A., Ph.D., Harvard U. Assoc. Prof., Government
- Radzinowicz, Mary A., Ph.D., Columbia U. Jacob Gould Schurman Professor of English Emerita, English
- Ramage, Andrew, Ph.D., Harvard U. Prof., History of Art
- Randel, Don M., Ph.D., Princeton U. Given Foundation Professor of Musicology, Music
- Rapp, Claudia, D. Phil., Oxford U. (England). Asst. Prof., Classics
- Regan, Dennis T., Ph.D., Stanford U. Assoc. Prof., Psychology
- Regan, Elizabeth Adkins, Ph.D., U. of Pennsylvania. Prof., Psychology/Biological Sciences
- Rendsburg, Gary, Ph.D., New York U. Assoc. Prof., Biblical Studies, Near Eastern Studies
- Reppy, John D., Ph.D., Yale U. John L. Wetherill Professor of Physics, Physics/LASSP*
- Rhodes, Frank H. T., Ph.D., U. of Birmingham (England). Prof., Geological Sciences/University President
- Richardson, Robert C., Ph.D., Duke U. F. R. Newman Professor of Physics, Physics/LASSP*
- Rogers, Joseph T., Ph.D., U. of Rochester. Asst. Prof., Physics/LNSQ
- Roldan, Mary J., Ph.D., Harvard U. Asst. Prof., History
- Rosen, Bernard C., Ph.D., Cornell U. Prof. Emeritus, Sociology
- Rosen, Carol G., Ph.D., Harvard U. Assoc. Prof., Modern Languages and Linguistics
- Rosen, David, Ph.D., U. of California at Berkeley. Assoc. Prof., Music
- Rosenberg, Alex, Ph.D., U. of Chicago. Prof. Emeritus, Mathematics
- Rosenberg, Edgar, Ph.D., Stanford U. Prof., English/Comparative Literature
- Rothaus, Oscar S., Ph.D., Princeton U. Prof., Mathematics
- Rossiter, Margaret, Ph.D., Yale U. Prof., Science and Technology Studies
- Rubin, David L., Ph.D., U. of Michigan. Assoc. Prof., Physics/LNSQ
- Rubinfeld, Ronitt A., Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Rusten, Jeffrey S., Ph.D., Harvard U. Prof., Classics
- Rutten, Andrew, Ph.D., Washington U. Asst. Prof., Government
- Ryan, Thomas A., Ph.D., Cornell U. Prof., Emeritus, Psychology
- Saccamano, Neil, Ph.D., Johns Hopkins U. Asst. Prof., English
- Sagan, Carl E., Ph.D., U. of Chicago. David C. Duncan Professor in the Physical Sciences, Astronomy/CRSR†
- Sakai, Naoki, Ph.D., U. of Chicago. Assoc. Prof., Asian Studies
- Salpeter, Edwin E., Ph.D., Birmingham U. (England). James Gilbert White Distinguished Professor in the Physical Sciences, Physics/LNSQ/Astronomy/CRSR†
- Salton, Gerard, Ph.D., Harvard U. Prof., Computer Science
- Samuels, Shirley, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Sanders, Elizabeth, Ph.D., Cornell U. Prof., Government
- Sangren, P. Steven, Ph.D., Stanford U. Assoc. Prof., Anthropology
- Sawyer, Paul L., Ph.D., Columbia U. Prof., English
- Scammell, Michael, Ph.D., Columbia U. Prof., Russian Literature
- Scatterday, Mark D., D.M.A., Eastman Schl. of Music. Asst. Prof., Music
- Schatz, Alfred H., Ph.D., New York U. Prof., Mathematics
- Scheinman, Lawrence, Ph.D., U. of Michigan. Prof., Government
- Scheraga, Harold A., Ph.D., Duke U. George W. and Grace L. Todd Professor of Chemistry Emeritus, Chemistry
- Schneider, Fred B., Ph.D., SUNY at Stony Brook. Prof., Computer Science
- Schuler, Richard E., Ph.D., Brown U. Prof., Economics/Engineering
- Schwarz, Daniel R., Ph.D., Brown U. Prof., English
- Segre, Alberto M., Ph.D., U. of Illinois. Asst. Prof., Computer Science
- Seltzer, Mark, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- Sen, Shankar, Ph.D., Harvard U. Prof., Mathematics
- Senderovich, Savely, Ph.D., New York U. Prof., Russian Literature
- Sethna, James P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP*
- Seznec, Alain, D.E.S., U. of Paris-Sorbonne (France). Prof., Romance Studies
- Shames, Jonathan, D.M.A., U. of Michigan. Asst. Prof., Music
- Shanley, Kathryn, Ph.D., U. of Michigan. Asst. Prof., English
- Shanzer, Danuta, D.Phil., Oxford U. (England). Assoc. Prof., Classics
- Shapiro, Gavriel, Ph.D., U. of Illinois at Urbana. Asst. Prof., Russian Literature
- Shapiro, Stuart L., Ph.D., Princeton U. Prof., Astronomy/Physics/CRSR†
- Shaw, Harry E., Ph.D., U. of California at Berkeley. Prof., English
- Shefter, Martin A., Ph.D., Harvard U. Prof., Government
- Shell, Karl, Ph.D., Stanford U. Robert Julius Thorne Professor of Economics, Economics
- Shiraishi, Takashi, Ph.D., Cornell U. Assoc. Prof., History
- Shoemaker, Sydney S., Ph.D., Cornell U. Susan Linn Sage Professor of Philosophy, Philosophy
- Shore, Richard A., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Shue, Henry, Ph.D., Princeton U. Wyn and William Y. Hutchinson Prof. of Ethics and Public Life
- Shue, Vivienne B., Ph.D., Harvard U. Prof., Government
- Siegel, James T., Ph.D., U. of California at Berkeley. Prof., Anthropology
- Siegel, Sandra F., Ph.D., U. of Chicago. Assoc. Prof., English
- Sierra, Roberto, M. M., London U. (England). Asst. Prof., Music
- Sievers, Albert J. III, Ph.D., U. of California at Berkeley. Prof., Physics/LASSP*
- Siggia, Eric D., Ph.D., Harvard U. Prof., Physics/LASSP*
- Silbey, Joel H., Ph.D., U. of Iowa. President White Professor of History, History
- Silsbee, Robert H., Ph.D., Harvard U. Prof., Physics/LASSP*
- Silverman, Albert, Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics/LNSQ
- Small, Meredith F., Ph.D., U. of California at Davis. Asst. Prof., Anthropology
- Smillie, John, Ph.D., U. of Chicago. Prof., Mathematics
- Smith, Anne Marie, Ph.D., U. of Essex (England). Asst. Prof., Government
- Smith, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Economics
- Smith, Robert J., Ph.D., Cornell U. Goldwin Smith Professor of Anthropology, Anthropology
- Smith-Lovin, Lynn, Ph.D., U. of North Carolina at Chapel Hill. Assoc. Prof., Sociology
- Sogah, Dotsevi Y., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Sokol, Thomas A., M.A., George Peabody Coll. Prof., Music
- Solá, Donald F., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics

- Somkin, Fred, Ph.D., Cornell U. Prof., History
 Speh, Birgit, Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
 Spelke, E., Ph.D., Cornell U. Prof., Psychology
 Spillers, Hortense, Ph.D., Brandeis U. Prof., English
 Squyres, Steven W., Ph.D., Cornell U. Assoc. Prof., Astronomy/CRSR†
 Stacey, Gordon J., Ph.D., Cornell U. Asst. Prof., Astronomy/CRSR†
 Staller, George J., Ph.D., Cornell U. Prof., Economics
 Stark, David, Ph.D., Harvard U. Assoc. Prof., Sociology
 Stein, Peter C., Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
 Steinberg, Michael P., Ph.D., U. of Chicago. Assoc. Prof., History
 Stillman, Michael E., Ph.D., Harvard U. Assoc. Prof., Mathematics
 Stith, Marice W., M.A., Ohio State U. Prof., Emeritus, Music
 Strang, David, Ph.D., Stanford U. Asst. Prof., Sociology
 Strauss, Barry S., Ph.D., Yale U. Assoc. Prof., History
 Strichartz, Robert S., Ph.D., Princeton U. Prof., Mathematics
 Strout, S. Cushing, Jr., Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, Emeritus, English
 Stucky, Steven, D.M.A., Cornell U. Prof., Music
 Sturgeon, Nicholas L., Ph.D., Princeton U. Prof., Philosophy
 Sturmfels, Bernd, Ph.D., Technische Hochschule Darmstadt (Germany). Assoc. Prof., Mathematics
 Stycos, Joseph M., Ph.D., Columbia U. Prof., Rural Sociology/Sociology
 Subramanian, Devika, Ph.D., Stanford U. Asst. Prof., Computer Science
 Subramanian, Shankar, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
 Suñer, Margarita A., Ph.D., Indiana U. Prof., Modern Languages and Linguistics
 Sweedler, Moss E., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
 Talman, Richard M., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡
 Tarrow, Sidney G., Ph.D., U. of California at Berkeley. Maxwell M. Upson Professor of Government, Government
 Taylor, Keith W., Ph.D., U. of Michigan. Assoc. Prof., Asian Studies
 Taylor, Peter J., Ph.D., Harvard U. Asst. Prof., Science and Technology Studies
 Teitelbaum, Tim, Ph.D., Carnegie-Mellon U. Assoc. Prof., Computer Science
 Telhami, Shibley, Ph.D., U. of California at Berkeley. Assoc. Prof., Government/Near Eastern Studies
 Terzian, Yervant, Ph.D., Indiana U. James A. Weeks Professor of Physical Sciences, Astronomy/NAIC‡
 Teskey, Gordon L., Ph.D., U. of Toronto, Canada. Assoc. Prof., English
 Teukolsky, Saul A., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡/Astronomy
 Thorbecke, Erik, Ph.D., U. of California at Berkeley. H. Edward Babcock Professor of Economics and Food Economics, Nutritional Sciences/Economics
 Thorne, Robert E., Ph.D., U. of Illinois. Asst. Prof., Physics/LASSP*
 Thorp, James O., M.F.A., U. of North Carolina at Greensboro. Asst. Prof., Theatre Arts
 Tierney, Brian, Ph.D., Pembroke College of Cambridge U. (England). Bryce and Edith M. Bowman Professor in Humanistic Studies Emeritus, History
 Tigner, Maury, Ph.D., Cornell U. Prof., Physics/LNS‡
 Tittler, Jonathan P., Ph.D., Cornell U. Prof., Romance Studies
 Tomasi, Carlo, Ph.D., Carnegie Mellon U. Asst. Prof., Computer Science
 Toueg, Sam, Ph.D., Princeton. Prof., Computer Science
 Travers, William B., Ph.D., Princeton U. Prof., Geological Sciences
 Trefethen, Lloyd N., Ph.D., Stanford U. Assoc. Prof., Computer Science
 Tsiang, Sho-Cheih, Ph.D., London School of Economics (England). Prof. Emeritus, Economics
 Tuma, Nancy B., Ph.D., Michigan State U. Prof., Sociology
 Turcotte, Donald L., Ph.D., California Inst. of Technology. Maxwell M. Upson Professor of Engineering, Geological Sciences/INSTOC#
 Turner, James E., Ph.D., Union Graduate School at Antioch College. Assoc. Prof., Africana Studies and Research Center
 Tye, Sze-hoi Henry, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
 Uphoff, Norman T., Ph.D., U. of California at Berkeley. Prof., Government
 Usher, David A., Ph.D., Cambridge U. (England). Assoc. Prof., Chemistry
 Usner, Daniel H., Jr., Ph.D., Duke U. Assoc. Prof., History
 Vanek, Jaroslav, Ph.D., Massachusetts Inst. of Technology. Carl Marks Professor of International Studies, Economics
 Van Coetsem, Frans, Ph.D. U. of Leuven (Belgium). Prof. Emeritus, Modern Languages and Linguistics
 Van Loan, Charles F., Ph.D., U. of Michigan. Prof., Computer Science
 Vaughn, Stephanie, M.F.A., U. of Iowa. Assoc. Prof., English
 Vavasis, Stephen, Ph.D., Stanford U. Asst. Prof., Computer Science
 Vernon, Kathleen M., Ph.D., U. of Chicago. Asst. Prof., Romance Studies
 Veverka, Joseph F., Ph.D., Harvard U. Prof., Astronomy/CRSR†
 Vogelsang, Tim, Ph.D., Princeton U. Asst. Prof., Economics
 Vogtmann, Karen L., Ph.D., University of California at Berkeley. Prof., Mathematics
 Volman, Thomas P., Ph.D., U. of Chicago. Assoc. Prof., Archaeology
 Wahlbin, Lars B., Ph.D., U. of Göteborg (Sweden). Prof., Mathematics
 Waite, Geoffrey C. W., Ph.D., Princeton U. Assoc. Prof., German Literature
 Waldron, Jeremy J., P.D.Ph., Oxford U. (England). Assoc. Prof., Government
 Walker, Henry A., Ph.D., Stanford U. Prof., Sociology
 Wan, Henry Y., Jr., Ph.D., Massachusetts Inst. of Technology. Prof., Economics
 Washington, Margaret, Ph.D., U. of California at Davis. Assoc. Prof., History
 Wasserman, Ira M., Ph.D., Harvard U. Prof., Astronomy/CRSR†
 Waugh, Linda R., Ph.D., Indiana U. Prof., Modern Languages and Linguistics/Comparative Literature/Romance Studies
 Webster, James, Ph.D., Princeton U. Prof., Music
 Weil, Rachel, Ph.D., Princeton U. Asst. Prof., History
 Weiss, John H., Ph.D., Harvard U. Assoc. Prof., History
 West, James E., Ph.D., Louisiana State U. Prof., Mathematics
 Wetherbee, Winthrop, Ph.D., U. of California at Berkeley. Avalon Professor of English and Medieval Studies, English/Medieval Studies/Comparative Literature
 White, William M., Ph.D., U. of Rhode Island. Assoc. Prof., Geological Sciences
 Whitman, John B., Ph.D., Harvard U. Assoc. Prof., Modern Languages and Linguistics
 Widom, Benjamin, Ph.D., Cornell U. Goldwin Smith Professor of Chemistry, Chemistry
 Wiesenfeld, John R., Ph.D., Case Inst. of Technology. Prof., Chemistry
 Wilcox, Charles F., Jr., Ph.D., U. of California at Los Angeles. Prof., Chemistry
 Williams, L. Pearce, Ph.D., Cornell U. John Stambaugh Professor of the History of Science, Science and Technology Studies
 Williams, Robin M., Jr., Ph.D., Harvard U. Henry Scarborough Professor of Social Sciences Emeritus, Sociology
 Wilson, Robert R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
 Wilson, Ron, B.G.S., Wichita State U. Asst. Prof., Theatre Arts
 Wolczanski, Peter T., Ph.D., California Inst. of Technology. Todd Professor of Chemistry, Chemistry
 Wolff, John U., Ph.D., Yale U. Prof., Modern Languages and Linguistics
 Wolters, Oliver W., Ph.D., U. of London (England). Goldwin Smith Professor of Southeast Asian History Emeritus, History
 Wong, Shelley, Ph.D., U. of California at Berkeley. Asst. Prof., English
 Wood, Allen W., Ph.D., Yale U. Prof., Philosophy
 Wyatt, David K., Ph.D., Cornell U. Prof., History
 Yan, Tung-Mow, Ph.D., Harvard U. Prof., Physics/LNS‡
 Young, Martie W., Ph.D., Harvard U. Prof., History of Art
 Zaslav, Neal A., Ph.D., Columbia U. Prof., Music
 Zec, Draga, Ph.D., Stanford U. Asst. Prof., Modern Languages and Linguistics
 Zax, David B., Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
 Zhou, Xueguang, Ph.D., Stanford U. Asst. Prof., Sociology

*Laboratory of Atomic and Solid State Physics.

†Center for Radiophysics and Space Research.

‡National Astronomy and Ionosphere Center.

§Laboratory of Nuclear Studies.

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